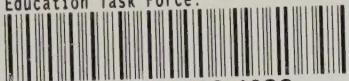


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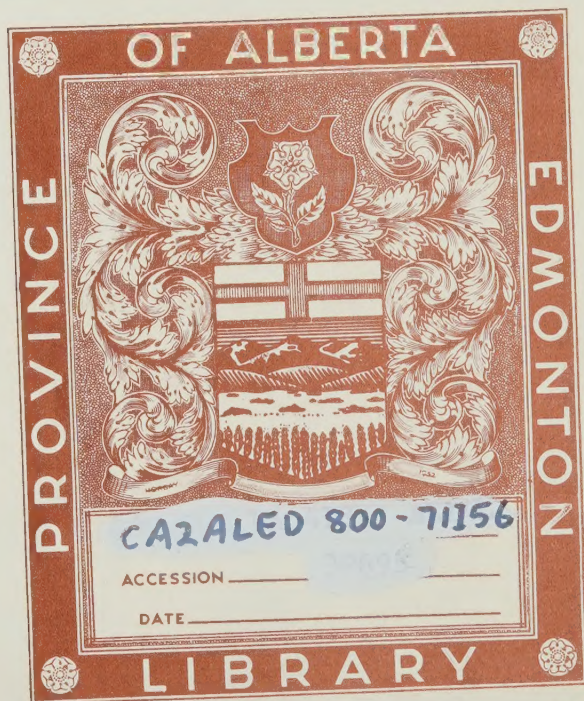
INTERIM PROPOSALS

LIFELONG EDUCATION TASK FORCE

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FOREWORD

The Lifelong Education Task Force was established by the Commission on Educational Planning in the fall of 1969 and charged with the responsibility of:

1. ensuring consideration in depth of this level or form of education as a unit or sub-system;
2. examining and evaluating alternative futures for it; and
3. proposing guidelines for its development in the next decade and beyond.

These interim proposals constitute the intital response of the Task Force to this mandate.

During the next two months the contents of this document will be reviewed in a variety of ways. The receipt of reactions from interested individuals and organizations throughout Alberta is a vital part of this review. Such reactions may be submitted in writing to the Commission by March 31, 1971. A further opportunity to express their views will be available to the one hundred and fifty participants in the seminar sponsored by the Alberta Association For Continuing Education on March 4. In addition, these interim proposals may be discussed with representatives from the Commission at locally sponsored public meetings during the last two weeks in March.

Following these and other review activities, the Task Force will submit its final proposals by May 1, 1971. The proposals will then be studied, along with the proposals from the other two task forces, the information obtained through our public involvement activities, and the findings from our research program. Our work will culminate with the presentation of the Report of the Commission on Educational Planning in mid-1972.

February 1, 1971

Walter H. Worth
Commissioner

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PREFACE

As we proceeded with our examination of the concept of lifelong education in accordance with our terms of reference, we agreed that we could not exclude from our thinking the formal systems of education -- elementary, secondary, and post-secondary. We found it unrealistic to try to treat only a segment of the whole enterprise of education, which is variously called "adult", or "continuing", or "out-of-school" education. To cling to the concept of out-of-school (including universities and colleges) education is, we believe, to ensure the continuance of a condition which is increasingly being questioned and criticized, that is, the fragmentation and distortion of the process of learning.

We therefore, accepted the definition of lifelong education as a process and a system which begins at the beginning of life, takes in what are now conventionally thought of as school years, and continues throughout life. It is an integration of learning into our work and our leisure. Learning we see as a process of man's growth toward fulfillment as an individual as well as a member of many groups in societies. We are concerned, therefore, with the total man, just man as a producer; with creative living, not just materially productive living. Definition

We find support for these views, and for those which are elaborated in the remainder of this report, in an increasing body of literature in the areas of education, organization theory, and other social sciences; the selected annotated bibliography at the end of this report lists some of the works in this area. The remainder of our report will, we believe, give fuller support to the position which we have briefly outlined in this introduction. With these convictions, we do not apologize for what may appear as an exceeding of our mandate, and an intrusion into the field to be covered by the other two task forces. Scope

While holding to this wide definition of the scope of our study, we are aware of limitations in another sense. This study relates to the Province of Alberta, and there are cultural, economic and political influences which bear on this Province from the rest of Canada and the world. For instance, the Canada Manpower Act has its effects on education and training in Alberta, and all the media have an influence on the process of learning everywhere. These influences exercise some practical restraint in the possibility of rapid change in education in the Province in isolation from outside. These restraints will work in two dimensions: the type and degree of change, and the time over which change can take place. On the other hand, as the literature indicates, there are advances in thinking and planning about education abroad, from which planners and everyone else in education in Alberta can draw inspiration. And there are technical developments, for instance in computers and communications media, from which maximum advantage can be gained for this Province only through close involvement with other parts of the country and the world. Education is becoming global not only in its seeking for ends, but also in the means at its disposal.

Limitations
Other
Influences

Our Report is divided into three parts. Part I sets out our specific recommendations, and is in a sense a summary of the discussion and conclusions contained in the remainder of the Report. Part II explains the principles upon which we have based our consideration of lifelong education, and, leading from these, a statement of aims and objectives of lifelong education. Part III sets out general proposals relating to the educational process, curriculum, planning research and development, facilities and instructional resources, finance and organization.

Three
Parts

We attach two appendices. The first is a selected annotated bibliography on lifelong education, and we think it is important in a study of this nature, since it gives an indication of the

literature which is now appearing to support new approaches to education. The second appendix is a list and summary of statutes relating to lifelong education in Alberta.

Finally, we have inserted into the general narrative of the Report a number of scenarios which we think help to illustrate and give life to some of the important features of the educational system as we see it developing.

February 1, 1971

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PART I

RECOMMENDATIONS

INTRODUCTION

In this Report we express our view of the aims and objectives of education, and we make general proposals about conditions in which these objectives are likely to be attained. Here we summarize our discussion on these matters in the form of recommendations directed at creating an integrated system with which people -- from political leaders to young learners -- can identify.

What is involved is not only a certain type of organization, but a way of looking at things. And this in turn means, first, the conviction that lifelong education is not just an extra bit fastened on to "formal" education and requiring something like a couple of extra government posts and a bit more money to look after it. Professor Joffre Dumazedier writes of a need for a change of mentality and of social structure.¹ Second, this way of looking at things means an openness of mind at all levels, a creative, divergent kind of thinking, not a convergent, bureaucratic kind. There is a chicken-and-egg sort of problem here; we need open, adventurous thinking in order to create an organizational system that will make the whole process of education good and interesting and lifelong, and we need an organizational system which then allows people in it to continue thinking openly and adventurously, and learning all their lives.

Change of
Mentality and
Structure

As we see it, planning for the future must be done only with a long term objective in view, that is, what is proposed to be implemented in the early stages must be done not as a "temporary" thing, a "mean-time" arrangement which may be the most convenient and politically expedient action for existing or short term conditions but which is likely to establish rigid structures and states of mind which people later find it more secure to stick with. So we find it unrealistic to place these recommendations in categories of "short term" and long term"; we believe that all should be implemented as soon as

Long Term
View Needed

possible. With regard to the recommendations on organization, however, we do recognize the element of timing and practicality, and we go on to suggest what should happen in the immediate period and what should be set as a further goal in a second stage.

A central feature of our recommendations on organization is the semi-autonomous commission, on which experienced members of the general public have a significant say. This public representation we see as being supplemented on the one hand by the direct access which these commissions would have to the executive arm of the elected government, and on the other hand by the access which individuals have to elected government.

Commissions

We wish to draw special attention to those recommendations which refer to groups or areas in the Province which are in some way at a disadvantage compared with the majority. These recommendations relate primarily to developments in the areas of curriculum; planning, research and development; and facilities and instructional resources. It seems to us that equality of opportunity for such people requires unequally strong attention to meeting their present needs.

Disadvantaged
Groups

1. AIMS

1.1 Education should be accepted as a lifelong process, that is, continuous and changing through life; not as an end in itself, but as a means to an end; the process taking place in people, and the end being a healthy relationship between the individual and society.

1.2 A primary aim, in contemporary conditions with their potentiality for the total destruction of man and nature, should be survival.

1.3 Beyond that the aim should be the establishment of a

society which incorporates and makes possible the attainment of the moral concepts of individual freedom, human creativeness, maximum opportunity for individuals to participate in political life and contribute to a common good, and variety in human life. Of the last of these we see as an example, support for the study and revival of Indian culture.

2. THE EDUCATIONAL PROCESS

2.1 The concept of lifelong education should be taken into account in the arrangement of educational experiences at all levels.

2.2 Teacher-facilitators should be selected for their qualities of openness and their ability to accept others in the learning setting in a warm and empathetic way.

Teaching
Counselling
Programming

2.3 Teacher-facilitators should be trained in educational technology as well as in subject disciplines.

2.4 The total staff of any educational center should be involved regularly in group communication sessions to ensure communication and sensitivity to others in the educational process.

2.5 People in the community with unique knowledge, skills, or interests should be expected and enabled to involve themselves in the educational process.

2.6 As instruction is pursued and students become aware of the goals to be achieved, they should become fully involved in determining the nature of the educational experiences suitable for achieving these goals.

2.7 Evaluation should be a continuous part of the educational process. Considering an individual's potential, evaluation should

be in terms of his development toward that potential rather than his progress relative to that of a normative group.

2.8 Counsellors should be selected for appropriate personality and communication skills and should be trained in facilitating group processes, evaluation techniques, and counselling psychology.

2.9 Counsellors in schools should play an immediate role in lifelong education by making their services available to all members of the community.

2.10 Program administrators should be selected according to their abilities as social facilitators and social animators.

2.11 Program administrators should plan and evaluate educational programs according not only to popular demand but also to the aims and objectives proposed above. (Recommendations 1.1 - 1.3)

2.12 Program administrators should be influenced by the educational requirements not only of organized groups within the society but also of the alienated, inarticulate, and unorganized members of society, and should involve them in planning and carrying out programs.

2.13 Educational programming should take account of educational experiences outside the formal educational framework, in places such as art galleries, wilderness areas, and working places. (Converse of Recommendation 5.4). (See also Recommendations 5.1, 5.4 and 6.2).

3. CURRICULUM

3.1 Increased attention should be given to the curriculum of liberal education, that is, creativity, aesthetic interests, the

Liberal
Education

humanities, sociological and psychological insight, political science and philosophical concerns.

3.2 Early school education should be oriented towards social and emotional as well as intellectual development, and the development of skills needed for further learning. This will include the appropriate use of educational technology for independent learning. The content of the various disciplines should come later.

Social
and Emotional
Development

3.3 Increased effort should be devoted to carrying into practice appropriate curricula in fundamental and basic vocational education for people who have lacked opportunities to obtain education and work skills; in agricultural and other farming skills in rural areas; in home and family life education; in education of people at all ages who are physically or mentally handicapped; and in education for personal growth. (See also Recommendation 4.5).

Diverse Needs

3.4 Curricula followed in mobile units and regional centres (see Recommendation 5.5) should take into account the educational needs of the whole family - pre-school, home and family, and vocational education.

Family Group

3.5 Appropriate steps should be taken to ensure Canadian content in educational materials; for example, a national publishing company should be formed to produce and distribute such materials.

Canadian
Content

4. PLANNING, RESEARCH AND DEVELOPMENT

4.1 Continuing demographic studies should be conducted in the interests of keeping up with education needs in the Province.

4.2 Continuing studies, testing, and evaluating should be conducted toward the best use of new techniques of information storage and transfer.

4.3 Research should be continued in the problems and ways of learning for persons at all age levels, from very early childhood to old age.

4.4 Research should be continued in the evaluation of methods of learning.

4.5 Programming research should be carried out in an attempt to anticipate social and individual needs in the lifelong education, particularly in those areas referred to in Recommendation 3.3 above.

4.6 Further research should be conducted - and the results of existing research be made more widely available - on the relationship between levels of formal education and ability to perform jobs at various levels of skill.

4.7 Arrangements should be made for results of research in other places, both inside and outside Canada, to be used in Alberta.

4.8 Provision for the initiation and coordination of such research and development should be made by the establishment of a Planning, Research and Development authority as set out in Recommendation 7.11.

Organization
of
Research
etc.

5. FACILITIES AND INSTRUCTIONAL RESOURCES

5.1 The time dimensions of schooling in formal education institutions should be re-examined to enable persons to fit periods of formal learning more easily into their lives, and to ensure the maximum level of interest throughout the learning period.

Use and
Design

5.2 Full use should be made of existing educational facilities throughout the year, and for a greater part of each day and week.

5.3 New educational facilities should be designed and located for maximum possible use by people of all ages.

5.4 Institutions of formal education should make more use of a wider variety of facilities located throughout the community e.g. shopping malls, industries, theatres, apartment blocks, empty city buildings. (Converse of Recommendation 2.13)

Other
Facilities

5.5 Consideration should be given to extending the use of mobile education and training units in remote areas, in conjunction with larger regional centres, within wider plans for regional development.

Mobile
Units

5.6 Organizational arrangements should be made for the best use of new technologies related to education: computers, communications media, cassettes, films, etc.

5.7 A full Provincial library service should be established, as a complement of and in conjunction with the use of these new technologies.

Provincial
Library

5.8 A Provincial network, with local centres, comprising combinations of instructional resources to facilitate independent study should be established to meet the needs of persons of all ages throughout the Province, for academic, vocational, and general education.

Resources
Network

5.9 Particular attention should be paid to the possibilities of the use of new technologies(5.6 above), the Provincial public library service (5.7 above), and network of resources for independent study (5.8 above), in remote areas and small rural centres.

Remote
Areas

6. FINANCE

6.1 The Provincial government should provide grants for the support of education services at all levels on the same basis as these are provided for services to youth.

Government
Grants

6.2 Student aid should be available to adults, whether enrolled full or part-time, on the same basis as is available to youth. Such aid, to all, should be on the basis of maximizing the ability of students to choose their own channels of education.

Student
Aid

6.3 Corporate enterprise, organized labor, and professions should be encouraged to finance in-service education for employees, the retraining of workers whose jobs disappear, and the preparation of workers for retirement.

Corporations
Labor
Professions

6.4 Corporate enterprise should finance counselling services for employees.

6.5 Corporate enterprise should be encouraged to increase financial support for the testing of innovative educational practices either within or outside the facilities of the enterprise.

7. ORGANIZATION

7.1 A Province-wide system of lifelong education should be instituted and brought into effect along the lines set out in the accompanying diagram. (see attached sheet Figure 1). We suggest the following characteristics of and relationships between the organizations set out in this diagram:-

Province
Wide
System

7.1.1 The Commission on Educational Planning, Research and Development would relate its work to these functions at all levels of education. It would have a primary responsibility for the

initiation and coordination of research as recommended in the section on Planning, Research and Development above, but would not itself necessarily conduct such research. In respect of research it would work in conjunction with universities and would draw on results of research elsewhere. In respect of development it would have the resources to test Commissions, and evaluate new technologies in conjunction with existing institutions. In all respects it would have close relationship with all the other authorities.

7.1.2 This Commission would have a Chairman and members who were not from the other education organizations. This is recommended in order to permit Commission members to act independently of the interests of such organizations.

7.1.3 This Commission would have direct access to the executive body of government.

7.1.4 The Commission on Lifelong Education would have close relationships with the other organizations shown.

Close
Relations

7.1.5 This Commission would have a direct responsibility for overseeing the total picture of lifelong education. Its responsibilities would be toward achieving the opening of all educational agencies to all learners at the appropriate levels of learning; toward obtaining cooperation between all educational agencies at regional and provincial levels; toward a system under which work experience, vocational training, and wider education could be more consciously integrated; and, where appropriate, toward contracting for the provision of educational services to community groups.

Responsi-
bility

7.1.6 This Commission would be authorized to bring to the attention of the executive body of government matters in which the concept of lifelong education was affected by decisions and developments in other fields -- economic, social and political.

Wider
Effects

7.1.7 This Commission would have as members the heads of the other organizations shown in the diagram, plus others from the general public.

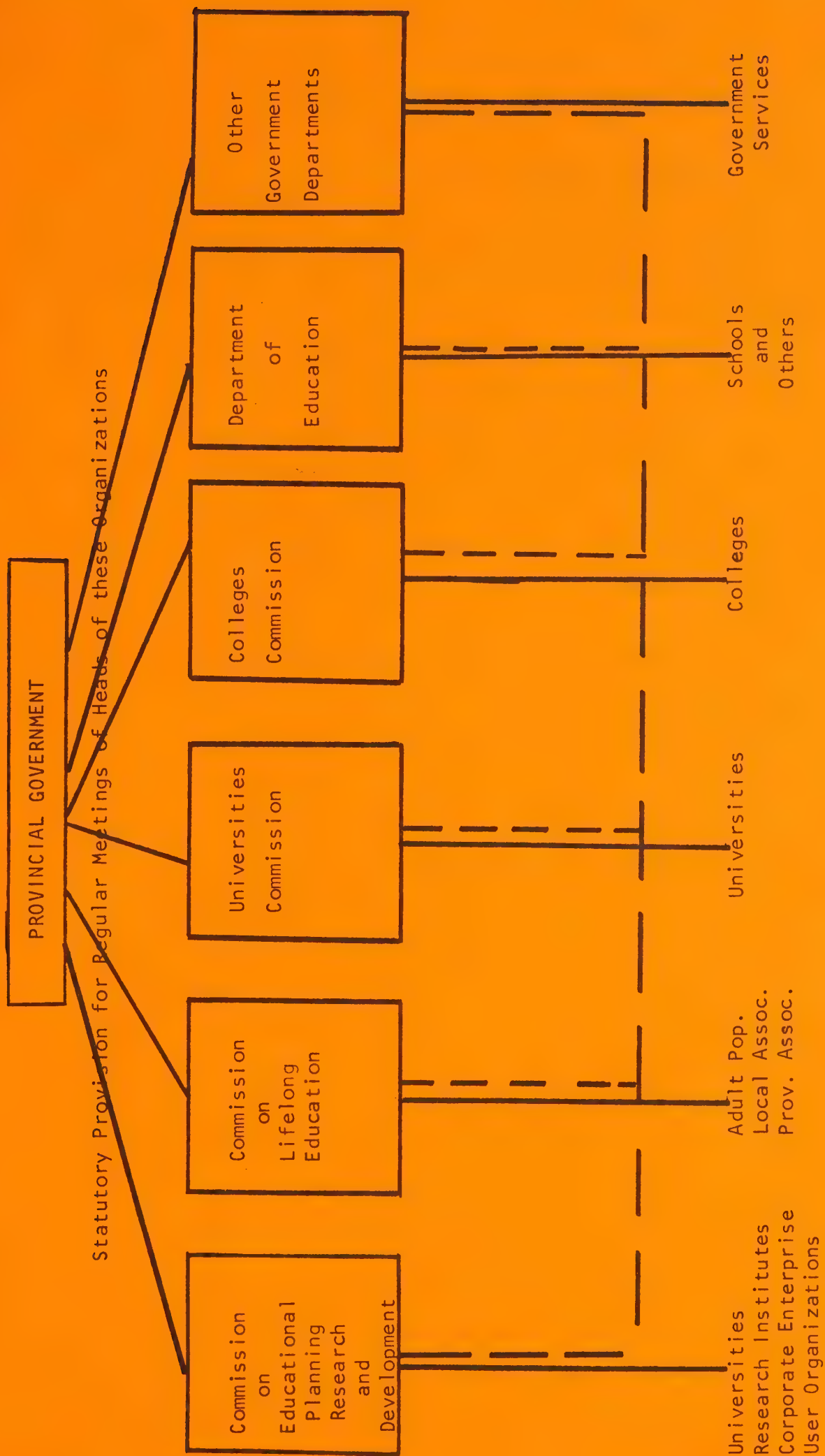
Regular
Inter-Organ-
ization
Meetings

7.1.8 There would be statutory provision whereby the Chairman of the Commission on Educational Planning, Research and Development would be authorized to call regular meetings with the heads of all the other organizations shown in the diagram.

Local
Coordination

7.2 There should be established at local Government level, -- i.e. cities, towns municipal districts, etc. -- joint bodies to work toward the coordination of education activities at all levels under their jurisdictions, including all the kinds of activity -- cultural, recreational and educational -- covered by our concept of education. We understand that in some centres there already exist joint planning arrangements for the use of school and recreational facilities and this would be an extension of that arrangement. We do not propose, by this, the elimination of voluntary local associations of continuing education.

FIGURE 1



8. STEPS IN IMPLEMENTATION - ORGANIZATION

8.1 Immediate Steps

8.1.1 The preparation by the Provincial Government of legislation needed to permit the integration of our education system, for example,

- The opening of existing institutions to all capable of taking advantage of them,
- Allowing transferability between institutions,
- The elimination of a compulsory period of "schooling",
- The deletion of the provision that the Foundation program is available only to those under 21 years of age.

8.1.2 The establishment by the Provincial Government of the two new commissions referred to in Recommendations 7.1.1 and 7.1.4, with powers to proceed with their work as suggested.

8.2 Second Stage

8.2.1 The logic of our definition of lifelong education leads ultimately to the conclusion that there should be a centralized responsibility at top government level for the whole system of education. Without such centralization it is unrealistic to expect that an integrated system will be achieved. We therefore see the necessity for moving toward a single Commission with the general overseeing authority which we have suggested, including the responsibilities of the two existing Commissions.

8.2.2 The same logic applies at local government level. We see no justification for the continued separation of education from the main stream of local government. We see the concept and name of "School Boards", separated from elected local governments in the urban centres, as perpetuating an image of education as being separate from other aspects of life, and an

Civic

image of education as being identified with schooling. We therefore recommend the formation of local Education Authorities under the general scope of elected local Governments, and the placing with these Authorities of responsibility for all activities within the local jurisdiction concerned with the development of the human potential, i.e. lifelong education.

OPEN IS NEVER ENDED

June 23, 1980. Miss Frederick is entering the results of her final examinations. In her three Grade 11 English classes eleven students earned marks of over 80%, a reasonable number, the average she expected. Paul Abbott 81%, Frank Turner 87%, Robert Sanders 83%, Margot Lavelle 91%, and Barbara Verbicky 85% were included in the top group. What was not usual was their ages: Paul (24), Frank (49), Robert (22), Margot (26), and Barbara (32). Miss Frederick smiled. Her mature students kept telling her how much they appreciated the new open school policy. If they only realized how refreshing it was for her to teach older students. And the kick that the younger students got from seeing that grown ups could really play.

At a recent P.T.A. Meeting, Miss Frederick had delivered a paper entitled, "Organizational Structure for Education in the Province". She'd reviewed the organizational structure in the past, the foreshadowing of the new system when universities and high schools began to admit mature students. The dropping of the Evening Credit Program per se at the universities, and the general adoption of the semester system were included in her review.

She dwelt on the significance of the Government decision to delegate the responsibility of co-ordinating all aspects of education to the Commission on Lifelong Education as of July 1, 1976. The most difficult part of her paper was the summary of all the sub-systems involved. But afterwards her principal and many of the parents congratulated her on her presentation.

The attendance was even greater than usual at that meeting. Miss Frederick noticed that every single one of the wives or husbands of her mature students was present.

Until the new policy of the open education system was introduced, Miss Frederick had been worried about her retirement in four years time. But now that problem was solved. She was going back to university to study whatever she pleased.

PART II

PRINCIPLES AND AIMS

INTRODUCTION

There are three principles which we think provide a good base for an examination of lifelong education in the coming years. These are the principles of *context*, of *pluralism*, and of *influence*.

Three
Principles

By *context* we mean the kind of society which is likely to develop in the next thirty years in Alberta, and the problems and opportunities which it will raise for education. This is a matter of intelligent forecasting and the assessment of studies of the future, and is an essential element in any long-term planning.

Context

By the principle of *pluralism* we mean the diversity and quality of cultural background, needs, agencies, and methods already present in the field of lifelong education. But we go further than this to propose that such diversity should be a deliberate characteristic and be taken into account in planning for the future.

Pluralism

The principle of *influence* has two aspects: first, that learning is a force which exerts a continuing influence on each person's life, and should accordingly be recognized and catered for in all social planning. In other words, we emphasize a *lifelong* system. Second, education should not be organized as a system apart from other social systems, but should be an effort built into all such systems, exerting a larger influence in all channels of our lives.

Influence

These principles form a framework or texture through which we see education working. The next step will be to provide our view of the aims of lifelong education in terms of values and ends. We shall then have established the basis on which to make our proposals.

PRINCIPLE OF CONTEXT

We believe that a system of lifelong education can be planned only on the basis of assumptions of future trends in our society. It is these trends that provide the context in which the system will develop.

From the studies of the future which will have been presented to it, the Commission will have been able to come to some of its own conclusions about trends which are significant for education planning. We wish to draw attention to certain of these trends which we think have a particular bearing on lifelong education.

We refer to the demographic changes shown by Dr. Seastone², as being the basis for most of our assumptions about population in the future. In the next ten years the total population of Canada will grow by about 25%. In the next fifteen years, Alberta's population is expected to increase by about 700,000, which represents a percentage increase of approximately 39%, and by 2005 it is estimated to be about twice what it is now, i.e. just over 3 million.

Demographic
Changes

Apart from the growth in total numbers, the structure of the population will undergo changes. Firstly, in the next fifteen years the proportion of the population under 24 years of age will fall from 50.6% to 45.2%, while by 2005 it will have fallen to 42.8%. Persons over 25 years of age will then make up 57.2% of the total. In other words, there will be a significant increase in that part of the population which has passed the conventional age of formal education. Moreover, advances in gerontology suggest that by the end of the century these proportions could be boosted even higher by reason of medical science's ability to prolong the middle years of life.

Age
Distribution

Many of those over twenty five will have passed through elementary and secondary schools since the early 1950's and have entered into

their post school years, that period when they become candidates for employment and some form of continuing education. Not only is this part of the population larger in numbers than ever before, but it brings with it demands for more education, and at a higher level. This means that this group is likely to seek more opportunities for continuing education than previous groups have tended to do. And it will, as its age increases, continue to do so. The next twenty years will, therefore, see much larger groups of adults with greater needs and interests in continuing education.

Heavier
Demands for
Continuing
Education

Secondly, people will continue to congregate in the large urban centers in Alberta. Hanson³ estimates the population growth in Edmonton between 1971 and 1981 to be 165,000, with Calgary 140,000, while the population in the rest of Alberta will decrease by 5,000. Seastone⁴ supports these figures, pointing out that "by 1980 nearly two-thirds and by 2005 more than 70% of the provincial population will reside in the Edmonton and Calgary regions with corresponding percentages in all age groups". The continuation of urban drift points to the fact that more Albertans will be living in close proximity in a physical sense. This means that in these urban centers there will arise a need to help people cope, in a social and psychological sense, with the new crowded urban environment in which alienation and loneliness can be large factors. Conversely, there will be a need to help people who remain in the rural areas continue to realize economic and social needs, and this raises questions of the unit costs of making education available in remote and thinly-populated areas.

Rural
Urban
Shift

Dr. John Deutsch, former Chairman of the Economic Council of Canada⁵, has indicated that while the total population will grow by 25% between 1965 and 1980, the work force in Canada will grow by 50%. Seastone⁶ supports this forecast by quoting Economics Council figures showing that between 1975 and 2005 the labour force as a percentage of population will rise from 41.3% to 48%. Moreover,

Work
Force

an increasing proportion of the work force will be women. The Economic Council of Canada estimates that by 1980 women will make up 35% of the labour force. Family planning and child care centers are likely to free more women from household responsibility, so this percentage will further increase. This brings with it a demand for counselling and for further education and training to allow women to develop as individuals in these new activities.

Women
At
Work

The growth of the work force will be mainly in white collar work and in the service industries, and those production industries which are at the growing edge of technological change. In all these industries demand will be for higher and more sophisticated levels of knowledge and skills. More and more routine work will be undertaken by the extension of automation, the remaining types of work will involve more creativity, imagination, and social and personal insight.

White
Collar

However, we cannot safely make assumptions that there can and will be no work for the unskilled or for those less capable of being skilled, in our future society. To cancel such persons out of our calculations would be to shunt large numbers of our fellow men into a sort of oblivion, denying them capacities and achievements on which are built personal dignity. There are two ways in which this may be avoided. Firstly, in the growing service industries, as well as production industries, there are--and will, we think, continue to be -- some kinds of work which unskilled and semi-skilled persons *can* do. Secondly, we believe that certain assumptions about levels of education which are "necessary" to train for and perform certain kinds of work must be re-examined. Recent studies in the United States, by the National Commission on Technology, Automation and Economic Progress, and by Dr. Ivar Berg,⁷ raise doubts about the validity of many such assumptions. Insistence on minimum grades of education, be they grade 10 or 12 or whatever, for many kinds of training appears to be based on a

Unskilled

desire to restrict the labour supply in certain occupations rather than on any rational process of thought. Furthermore, there are examples of training methods being used in and by various industries which take account of low standards of formal education and which allow the subsequent broadening of capacity into more skilled work and broader education. This is a factor which appears to be important in the training and employment of many native people.

As a result of further industrialization, and particularly of automation, changes will occur not only in the form of work, but in the periods of work and the attitudes toward work. Large sections of the population will have increased leisure or non-work time. Accompanying this trend will be a changed view of the role of work in society -- away from the protestant work ethic -- and consequently the attitudes towards education. For at present education is seen as a legitimate route to work; in the future, education will continue to play this role but it will take on more importance in preparing persons to live a full non-work life. It is likely, moreover, that education will become a matter of social value in itself.

Automation

Change
From
Work
Ethic

Increasing specialization in employment, particularly at higher levels, will tend to bind workers not so much to fixed production units and to certain geographical locations, as to processes and tasks wherever they occur. In other words, job mobility at this level will increase, and this will create certain sociological and psychological conditions. There is some evidence in research in the field of organization development that stable, monolithic patterns of organization are making way for organizations formed and maintained rather on a task force basis, with definite short term purposes, and that when these purposes are achieved the organization ceases to exist. Bennis and Slater⁸ have referred to this phenomenon as the emergence of "temporary systems" and they have suggested that there will be a need for people to be helped

Speciali-
zation

through education, to cope with the kind of psychological and social uncertainty which could result from such an existence.

As a reaction to the growing complexity of organizational life, there has begun to emerge, and will continue to emerge, an awareness of the needs and potential of individuals within organizations and in their work life. We have to learn social and individual behaviours which will allow this potential to be realized.

"The prevalence of alienated individuals will likely increase, particularly during the next decade. This trend will probably level off by 1990. The inability of individuals to develop and pursue goals which they consider worthwhile is an increasingly complex social order will contribute to more intensive and pervasive forms of alienation. The weakening of family structure, society's gradualism in dealing with problems of population control, technological change, governmental bureaucracy, pollution, leisure time, injustice and income redistribution, and increased difficulties in comprehending social and technological changes are important in this trend. New and important opportunities for participation in the ordering of change processes as well as the restabilization of social institutions, and, along with this process, the clarification and learning of appropriate values and expectations, will stem alienation by the last decade of this century" ⁹

In other words, there is a growing realization of the role of education with regard to mental health in the community.

Besides this, there will be other changes in technology. With the development of communications media, information will move universally and instantaneously. People will have to learn to organize the application of such information in accordance with ends, values, and moral concepts which we shall refer to later.

Technology

There will follow from the new and complex technologies equally complex ecological outcomes, in various forms of pollution caused either by industrial, domestic, or military waste. People will have to acquire an awareness of these possible outcomes to forestall them,

Ecology

and find solutions to the problems that will arise from them. This issue, the spoiling of our environment, is probably the most urgent of all problems, raising the most urgent needs, of human survival.

These educational needs can, however, be educational opportunities as well. Technological and organizational advances will make it possible for more people to seek variety in their lives. In terms of education this can be embraced in the term "liberal education", that is knowledge of others, of the physical and biological world around us, of different cultures, of man's religious and philosophical heritage and of his achievements. Higher disposable incomes on the part of many people, a higher general average income, and lowering costs of many resources such as those provided through computers and television, will contribute toward an increase in facilities.

Liberal
Education

There is, however, a need to point out what has become a stronger awareness in society in recent years, and that is a need for education to reach disadvantaged groups, whether by reason of race, income, age, emotional instability, or geographical remoteness. Here there is both a preventive and a remedial function for education.

Disadvan-
taged
Groups

PRINCIPLE OF PLURALISM

The principal of pluralism we see as being a corollary of the principle of context. It highlights the variety of needs that lifelong education should be geared to meet.

We recognize that it is convenient and useful to categorize needs as training or education, as vocational or technical, as liberal, as ethical, as avocational, and so on. However, we feel that all of the needs arise from the desires of the individual or society,

and the true aim of all is the ultimate achievement of self-realization by the individual, and the betterment of society.

Pluralism also recognizes the variety of ways in which needs are already being met and will continue to be met. These may be through formal, institutionalized programs, informal community programs, seminars, the use of modern technologies, etc.

Variety
of Needs
and Ways

It has always been a characteristic of what has been called adult education that it has been flexible enough to be able, subject to financial limitations which are sometimes serious, to respond to needs as they arose in society, be they needs for remedial education for adults, education for new immigrants, continuing professional education, creative arts, or the individual pursuit of knowledge. What this really means is that the agencies engaged in adult education have enjoyed a certain amount of flexibility of purpose, the freedom of action, and support of funding agencies, to allow them to take on varieties of work, or other agencies have come along to do so.

In Alberta this is now reflected in a wide range of agencies and activities. Appendix B shows, for instance, the main statutes under which provision is made for some form of continuing education in the Province, and this does not include legislation covering a variety of professional organizations which are active in the continuing education of the members. The field ranges from the universities, through the community colleges, school boards, government departments, church groups, labour unions, business and professional groups, city recreation departments, and a wide variety of voluntary agencies such as the YMCA and YWCA in urban centers, and the Rural Education and Development Association, the Farm Women's Union of Alberta, and the Alberta Native Communication Society, in the rural areas. A full description of the activities of this variety of agencies in Calgary and Edmonton

Statutes

is set out in two University of Alberta M. Ed. theses by L. J. Garrett and T. D. Shields.¹⁰

To give some indication of the increase in the demand for the educational services of such agencies in recent years, enrolments in the extension programs of the Calgary Public School Board increased from 1,430 in 1964 to 15,263 in 1969; the enrolments in programs run by the Department of Indian Affairs rose from 72 in 1960 to 2,246 in 1970; the enrolments in programs in the Farmer's Union and Cooperative Development Association rose from 300 in 1960 to 3,782 in 1970.

Growth
in
Numbers

Seastone¹¹ indicates that this trend will continue, and that "part-time enrolment will provide the vehicle for massive adult participation in post-secondary education, beyond the part-time enrolment of the 18- 24 age group.

There is another aspect of pluralism, and that is in our ethnic and cultural life. It should be one of the features of our educational system to help enrich the total life of our Province by preserving and encouraging the variety of our cultural life.

The trends which we have pointed to in discussing the future lead to the belief that there will be even greater and wider demands for education at all levels in the coming years. We believe that although new patterns, new programs, new outlooks will emerge to cope with these demands, one good lead for a system of lifelong education that we can take from the field of adult education is its flexibility and adaptability. We believe that what may appear to be a lack of coordination is not entirely a bad thing, that there can be an excessive concern for order and coordination, which can lead to rigidities in organization, approach, curriculum, etc. There is a need for a balance between structure and freedom, and a need for a pluralistic approach.

Need
for
Flexibility

PRINCIPLE OF INFLUENCE

By the principle of influence we mean that lifelong education will be a force working through and influencing the whole fabric of our lives, not just patches of it. And by this we mean patches not just in terms of periods of time, but also in terms of the various activities, groupings, and occupations through which we move in life. In other words, education should not be seen as a separate, neatly parcelled sector of life, but as a part of all we do. What we are concerned with is not only an educational policy, but a human resource development policy. This we see as requiring some form of mechanism and structure by which such an influence, that is the concept of lifelong education, may be expressed and exerted in the community as a whole.

Influence
Defined

Lifelong education will be different from the present ad hoc arrangements usually made for the education of adults. It will also be different from the present system in which the normal expectation is that everyone stays in school as far as possible into adolescence, and some longer, and that once one has come to the end of this process one's education is complete. Here briefly, are the main elements which we see as being necessary in a system of lifelong education:-

Lifelong
Education
a New
Concept

Elements

1. The process of creative learning through creative teaching and supportive environment for individual growth should begin early in life. We have in mind the growing interest in the development of good early-childhood education.
2. Appropriate opportunities must be available to all people, to the poor, the infirm and disabled, to all age groups, according to their needs and regardless of their personal circumstances. In the Schonfield baseline study of adult training and retraining in Alberta it is recommended that "attempts should be made to attract

more trainees from among those over thirty years of age, from among the unemployed and the rural population'. We feel that this applies equally to all aspects of lifelong education.¹²

3. Up to now the curriculum and methodology of adult education have tended to be differentiated from those designed for children and youths. This results from experience with adult groups, research into adult learning, and a reaction against the authoritarian methods common in the schooling of younger people. Adult education has, as a result, tended to be thought of something different from other education. We note, however, from research and experimentation in developmental psychology, learning theory, and teaching methods, a growing feeling that teaching methods which came to be identified particularly with adult education, i.e. group discussion, independent study, participation, etc. can also be appropriate among younger groups. The circle begins to close, bringing all people within it.

Adult
Education
Rethinking

4. The individual served by lifelong education programs must have a large part, both collectively and individually, in the management of education process and in the planning of individual programs.

5. Instead of educational experiences being the sole preserve of youth, or adults enrolled in formal education institutions, we picture lifelong education as an accepted and normal pursuit for all segments of the population.

No
Limitations

This is an appropriate point to make reference to planning in the short and the long term. We see, in the short term, a phase of experimentation with new and freeing designs of learning in the formal education institutions as they are, but in terms of an organizational philosophy and pattern which would allow for freedom on the part of the teachers and learners in these institutions. In some instances this is going on at the moment. We see this

Short and
Long Term

freeing of individual institutions and more local autonomy as being important in the education of the native people in the Province.

In the longer term we see, in addition to this movement, a conscious merging of education into the whole social system so as to permit people each to find and work to his own rhythm of growth -- even if this should mean leaving school in early teens, going out to work for some years, returning to the formal school environment as a learner, and so on through the years. Education will then be a lifelong influence.

AIMS

We have started with these statements of principle because they provide a guide to what we believe to be the aims of lifelong education. In fact, our discussion is in relation to the whole range of education, because we believe it is unrealistic to differentiate between the aims and objectives of lifelong education and those of education in the primary, secondary, and post-secondary systems.

LIFELONG EDUCATION

We do, however, believe it important to take into account in the educational process a changing relationship between "teacher" and "learner" as the latter grows in age. We see the "learner" moving from a position of psychological dependence to one of independence, and then to interdependence with the "teacher".

Lifelong
Education

It is also important to keep in mind, and to continue to assure adults, that the capacity to learn does not appreciably diminish over the years if it is exercised. The adult brings to his learning a store of experience and maturity which helps in the transaction of learning between persons of varying knowledge, attitudes,

and skills. His heightened motivation adds another force to the process of education.

We would, however, recall our suggestion under "Principle of Influence" that the whole education enterprise will become integrated, and methods for adults and young people will become similar.

If, therefore, there are any special aims and objectives for life-long education, they are to ensure that the qualities and abilities which we suggest below as being the concern of general education, should continue to be nurtured so as to enable people to continue to achieve fulfillment regardless of age.

Basic Premises

Our first premise is that education is a process, continuous and changing through life. The second is that it is not an end in itself, but a means to an end. The third is that the process is one which takes place in people, and that the end is a certain condition of human life. The question which then arises is, "To *what* end, what condition of human life, do we relate the process of education?"

Continuous
Process

Survival

Raising the issues of survival is not intended to continue a philosophical discussion which has already proceeded for centuries, but to emphasize a particularly urgent concern of today. This is the concern for the survival of human society in a time of proliferating nuclear power and the polluting of our natural environment. And this we accept as a proper expectation in these times. Human survival is now too near the brink to be just a question for philosophical discussion, so we take it to be an aim which the process of education must help people to achieve.

Survival

That, however, is a broad statement, and needs to be taken further. The total human society is a concept not easy to work with. There exist within it certain political ideas, structures, and groupings of people in institutional orders, within which human activity and interaction have their meaning and effect. And when we look at these groupings the question can be framed in a slightly different way: "to *whose* ends do we relate the process of education?"

Whose
Ends?

This seems to be an appropriate place to refer again to something we have said before in relation to the influence of education. We are reporting on what is in effect the education system, and will be making recommendations about this system. But the education system exists alongside, and is affected by, other social systems, or institutional orders -- political, economic, religious, etc. For changes to take place in the education system, acceptance and encouragement of these changes must be shown in the other systems, i.e. wider social values must be shared by education, economics, politics, religion, etc. The report on "Social Futures Alberta 1970-2005", by Dyck gives some indication of possible directions of change in such values.

Education
as
Influence
in all
Spheres

"Values ascribed to individuality and self-respect will likely be appreciably upgraded during the next 35 years. There will be increased emphasis on the individual in schools, religion and government. There will likely be increased efforts by major institutions to reassert the basic values of democracy; values which include the nations of human dignity, self-respect and individuality. Their upgrading will be facilitated by an increasing tolerance for deviant behaviour".¹³

This leads us to refer to social philosophy, which we see as being, in broad terms, the governing element in the development of the education system in any society.

Values

Social Philosophy

For most societies it is possible to make an assumption about the general social philosophy embraced by that society as a whole, and

Social
Philosophy

the value system to which individuals and groups are said to conform. The following figure illustrates the main areas in which such a philosophy can fall.

	Individualist	Collective
Democratic		
Authoritarian		

We make the assumption that in this society of Alberta the underlying social philosophy is predominantly democratic/individualist, with certain elements of the democratic/collective. The element of individualism shows in such practices as one-man-one-vote, personal freedom, and habeas corpus, and in such statements as "the individual human being is of supreme value and importance"¹⁴ The tolerance of an element of collectivism is shown in the existence and power of political parties and party machines, and in cooperative organizations. The element of democracy is reflected in such statements as, "all individuals have maximum opportunity to participate", and "good government is responsible to the people whom it serves",¹⁵ and in the Rule of Law.

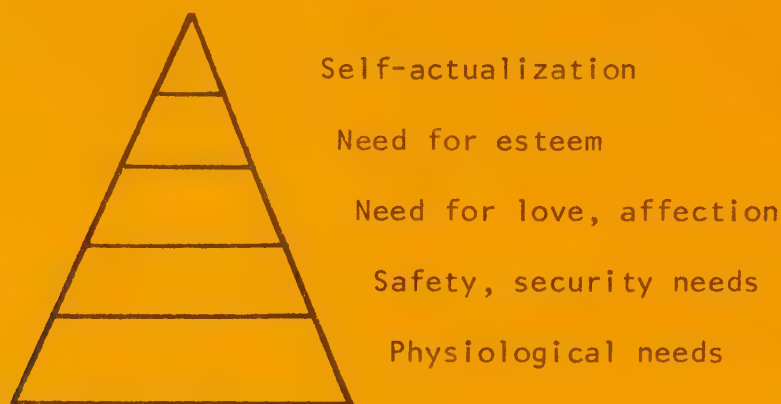
Human
Resources
White
Paper

We have here the two main elements which with varying emphasis attract the attention of those concerned with the philosophy of political and social life, and with the philosophy of education:-- the individual and the community. We have the tension between the primacy of the individual, which is commonly thought of as being laissez-faire, and the primacy of the group or community, which is commonly thought of as involving a greater or lesser degree of government planning and control. In other words, there is the question of where the emphasis lies, even in a democracy, when we are considering values and ends: on the needs and rights of the individual, or those of the group?

Individual
or
Group?

One view of the needs of the individual is given by Abraham Maslow.¹⁶ His statement of the hierarchy of human needs, as they affect a person's motivation, takes the form illustrated below:

Maslow



Maslow's thesis is that human growth and development is the process by which each person moves from satisfying the basic physiological needs, through the satisfaction of the "higher" needs for security, love, esteem, and self-actualization. This last condition -- Carl Rogers' "Fully Functioning Person"¹⁷-- is one where the individual is realizing his full capacity, fulfilling all that he is capable of, open and creatively responding to every experience. And the whole of this process is one of learning.

Rogers

To believe this is not to be tied to an individualistic system of values, nor to an emphasis on the individual to the detriment of the community. Such a dichotomy is an over-simplification. We are concerned with the growth of *all* individuals, not of some at the expense of others; we are concerned with the individual as a social being, belonging to and participating in a community. So we are concerned with the community which provides maximum opportunity for all individuals to satisfy their needs in accordance with moral concepts of freedom, responsibility and love.

all
Individuals

Community and individual needs should not be separated; what we seek is a coincidence and reconciliation of the two. For instance, Medicare, equal education opportunity, and pollution controls, are not merely *community* needs, in the sense of being values or ends in

Reconcilia-
tion of
Individual
and group

themselves. Their justification lies in being necessary means by which the community seeks to ensure the maximum opportunity for every person to survive, to grow, and to realize his potential. Reconciliation of the needs of the individual and of the community distinguishes a democratic society from anarchy on the one hand and totalitarianism on the other.

We are not ignoring the need for education to help people to acquire the knowledge and skills to satisfy their basic needs by making a living. As Maslow points out, it is not until these needs are satisfied that man will, generally speaking, become aware of higher needs concerned with social relationships and self-actualization. This is another point where we have to try to distinguish short-term from long-term aims and objectives. In terms of our existing culture and value system, satisfying basic physiological needs and making a living are still tied to the notion of work--doing a job and getting paid for it. While this value system prevails, and insofar as work is there for most people, one of the aims of the education system is to prepare people to work in order to meet these basic needs. But it is likely that by the last decade of this century there will be marked changes, in our relatively advanced society, in the forms, volume, and periods of work, and one of the aims of education will then be to help people psychologically and practically to fulfill themselves in other ways.

Short and
Long Term

So, the ends to which we relate the process of education are first, the survival of human society, and second, the establishment of a society in Alberta which will incorporate moral concepts related to individual freedom, human creativeness, variety in human life, and maximum opportunity for individuals to participate in political life and to work for a communal good.

Such a statement is not new in educational history. In 1938 the Educational Policies Commission in the United States re-emphasised four basic purposes for education as being:-

1938
Educational
Policies
Commission

1. The objectives of self realization -- this has to do with literacy, enquiry, knowledge, appreciation, etc.
2. The objectives of human relationships -- this deals with interpersonal and intergroup relationships.
3. The objectives of economic efficiency -- this has to do with competency in occupation and a need for upgrading and retraining for work.
4. The objectives of civic responsibility -- this deals with social justice and activity, tolerance and judgement, conservation, social application of science, observance of law and protection of democratic inspirations. This fourth objective also touches on a responsibility which extends wider than the boundaries of this Province. It concerns responsibility as world citizens, having a concern for, and doing whatever each is able to do, for justice, tolerance and good living among all people.

The following poem was handed in to a teacher in Regina by a Grade 12 student. Although it is not known if he actually wrote the poem himself, it is known that he committed suicide a few weeks later.

- Reprinted from 'Generation', Saskatoon

He always wanted to explain things.
 But no one cared.
 So he drew.
 Sometimes he would draw and it wasn't anything.
 He wanted to carve it in stone or write it in the sky.
 He would lie out on the grass and look up in the sky.
 And it would be only the sky and him and the things inside
 him that needed saying.
 And it was after that that he drew the picture.
 It was a beautiful picture.
 He kept it under his pillow and would let no one see it.
 And he would look at it every night and think about it.
 And when it was dark, and his eyes were closed, he could still see it.
 And it was all of him.
 And he loved it.
 When he started school he brought it with him.
 Not to show anyone, but just to have with him like a friend.
 It was funny about school.
 He sat in a square, brown desk
 Like all the other square, brown desks
 And he thought it should be red.
 And his room was a square brown room.
 Like all the other rooms.
 And it was tight and close.
 And stiff.
 He hated to hold the pencil and chalk,
 With his arm stiff and his feet flat on the floor,
 Stiff,
 With the teacher watching and watching.
 The teacher came and spoke to him.
 She told him to wear a tie like all the other boys.
 He said he didn't like them.
 And she said it didn't matter!
 After that they drew.
 And he drew all yellow and it was the way he felt about morning.
 And it was beautiful.
 The teacher came and smiled at him.
 "What's this?" she said "Why don't you draw something like Ken's
 drawings?
 Isn't that beautiful?"
 After that his mother bought him a tie
 And he always drew airplanes and rocket ships like everyone else.
 And he threw the old picture away.

And when he lay out alone looking at the sky,
It was big and blue and all of everything,
But he wasn't anymore.
He was square inside
And brown
And his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying didn't need it
anymore.
It had stopped pushing.
It was crushed.
Stiff.
Like everything else.

The poem came to us this way. Four members of our Task Force were motoring from Red Deer to Edmonton after one of our meetings, and they stopped and gave a ride to a hitchhiker, a young girl. After a while she asked "Would you like me to read you a poem?" And she read it. This is it.

PART III

GENERAL PROPOSALS TOWARD A SYSTEM OF LIFELONG EDUCATION

INTRODUCTION

In our discussion of the principle of Pluralism in Part II we referred to the variety of Government statutes, and educational and other agencies, through which some form of continuing education is now being provided in the Province. We also suggested that the element of pluralism which has always been a characteristic of adult education provided valuable flexibility in a field where needs are so diverse and constantly changing. It might thus be argued that there is no point in proposing changes which might affect this existing flexibility.

Flexibility

But we have also argued that what is needed for the future is an integrated system of lifelong education, embracing the whole scope of learning, in all its forms and at all the levels at which it is now carried out. We aim, therefore, not at the continuance of a separate, flexible system of adult education, but at a total system which embraces not only what is now called adult or continuing education, but the other education subsystems comprising the schools and post-secondary institutions and less formal channels of education, as well.

Integrated
System

In this Part we therefore attempt to make a brief analysis of the main elements in the total picture of education in the Province, and to perceive the general directions in which they may be improved and integrated.

THE EDUCATIONAL PROCESS

Teaching and Learning

A way must be found to develop within the educational system as a

whole, and in each component, a climate conducive to personal growth, in which innovation is not frightening and in which the creative capacities of the administrators, teachers, and students are nourished rather than stifled. The focus must not be on teaching but on the facilitation of self-directed learning. Only in this way can we develop the creative individual who is open to all of his experience, aware of it, and accepting of it, and continually in the process of changing; and only in this way can we bring about an educational environment which will be continually in the process of change. We do not imply that unqualified change has value, but we are living in a society which is changing at an exponential pace and the learning environment, to remain relevant, must also change to meet the challenge of new student needs and expectations. Assuming capable leadership, educationists should then be both responsive and responsible in regard to a changing social milieu.

Climate
of
Growth

Creative
Individual

Education has developed its present malaise because of the premise upon which it has been developed. The historical antecedents and influences bearing on the development of the educational process have been such that students are seen as being unappreciative, undisciplined, and in need of forcible socialization. Subject-matter content has developed at such a rapid pace that its original purpose, as being the medium for intellectual development, has been lost, and in recent years information has become important for its own sake. Accordingly, teachers have become subject-matter specialists who have been increasingly described as control-oriented, requiring conformity in their students to a curriculum which has lagged behind the issues and requirements of the larger social environment.

Present
Malaise

There is room for concern about the role teachers are traditionally expected to assume and the behaviour they are supposed to adopt. This public role is not always congruent with the individual

Role of
Teachers

teacher's personality and his efforts consistently to maintain this role cause psychological tension on his part, resulting ultimately in stereotyped behaviour and a tendency towards poor mental health. Educators with stereotyped roles, rigid personalities, and a curriculum which encourages conformity do not, we suggest, provide exemplary social models for today's youth.

If Alberta society values the mosaic of its cultural and social components, and a continuing or accelerated rate of change, some of the basic objectives of the educative process at all levels should be to develop a flexible, adaptive people, and to assist individuals in the development of a self-concept which permits maximum openness to experience, communicative skills and concern for humane issues. Bearing in mind that the individual's self-concept and social behaviour develop according to how significant persons in his social milieu respond to him, the teacher becomes a very potent factor in this process. Schools have too long been dominated by an individualistic pedagogy in which the learner finds himself examined, tested, taught and studied in an impersonal manner. We believe that the learner can and must be supported in his learning efforts by one or more facilitators who are themselves warm, accepting and empathetic in regard to the learner's educational triumphs and failures.

Self
Concept

Therefore, since a teacher teaches "what he is", he must in the future possess the personal attributes which society hopes to foster in its people. Future teachers should be screened for their ability to communicate and their capacity for empathy, warmth, and unconditional acceptance of others as being individuals of worth. They should be divergent, flexible, thinkers who are capable of leading and facilitating learning, rather than simply teaching. In addition to an increased emphasis on method, they will also need to be increasingly well informed about both the content and the structure

Future
Teachers

of their discipline so that they can assist each individual to abstract important concepts from that discipline and store them in his memory in such a way that they may be effectively retrieved when required.

While such techniques as T.V. lectures and computer-assisted instruction may facilitate large-group instruction, the teacher will act as a small-group leader helping pupils to develop interpersonal sensitivity, communication skills, and the ability to solve problems in groups. This suggests that teachers will themselves need to be specialists in communication skills and group processes. There will also be an increased need to involve others from the community in all levels of education at the small-group level. Since educational hardware will take over much of the teacher's work in presenting subject-matter, the teacher-facilitator will become increasingly concerned with diagnosing and prescribing.

Teacher
as Leader

In discussing the use of computers, T.V., and other educational hardware for the dissemination of information, it should be noted that, over-emphasis on this may lead only to superficial verbalization rather than understanding. Moreover, once the novelty of the educational hardware has passed, the problem of motivating the learner will remain to be overcome by the person-to-person contact of the teacher. Research on the use of educational technology by teachers points out that not all teachers are willing, or indeed able, to make effective use of the technology available to them. The value of this technology as a teaching resource has been well documented and is not in doubt. But continued evaluation of these techniques, and the way in which they are used, are of paramount importance if they are to be successful.

Use of
Hardware

The distinction between learner and teacher will break down as the traditional teacher becomes a facilitator and as more people from the community become directly involved in education as facilitator-teachers. As the concept of lifelong education becomes a reality

most people will become alternately learners and facilitators throughout life. Then life will be learning and learning will be life.

The students of tomorrow will be as diverse in nature as the general population. Students of all ages, backgrounds and degrees of motivation will learn together and from one another in a variety of settings.

Future
Students

Furthermore, the student of the future will participate in goal-referenced education. That is to say, having identified the immediate educational objective to be achieved, he will then select, from among alternative experiences or exercises leading to that objective, the experience best suited to his interests and background. These could include travel, work and study in wilderness areas, other work experiences, concentrated scholarly study, etc. In addition to selecting the goals he wishes to achieve, along with the educational experience leading to those goals, the student will determine the rate of his own progress and development. His progress will be evaluated by techniques which will indicate what he has mastered in a subject-matter area, rather than the extent to which he matches up to what a group is doing.

Counselling

Associated with each educational center will be support personnel, similar to present school counsellors, whose role will be to further the students' interest and to ease their entry into the educational process, as well as to assist the teacher-facilitators to meet the affective, or emotional needs of students. They will inform interested people about available educational programs, and will diagnose and assess their learning requirements. The counsellor will then assist people to utilize both the educational information and knowledge of personal strengths and weaknesses

Advice and
Counselling

in planning an appropriate educational program. Counselling staff will also work directly with students and staff in individual or group counselling settings as a means of overcoming emotional difficulties which are blocking full educational achievement. Perhaps one of the greatest areas of involvement for counsellors will, however, be in staff development, that is, assisting staff to create learning environments which will foster healthy group interaction and emotional development on the part of individuals. Staff development will also be aimed at assisting educators to personalize a student's educational experience through the appropriate use of standardized psychological and educational testing materials.

Counsellors of tomorrow should be trained extensively in group processes, individual diagnosis, and counselling practice. They should be carefully selected for training according to communicative skills, ability to work successfully with others, and warmth of personality.

Training

Meanwhile, the counsellors now associated with the educational institutions in each community should be encouraged to make their services available to people regardless of their level of education, age, or current student status.

Programming

The principal responsibility of program administration is the determination of program needs, and the planning and development of programs. For the following reasons we think it desirable to separate the planning and development of programs from their operation.

First, there is the problem of consumer sovereignty in lifelong education. Do the aggregated choices of individual students add up to a balanced, overall system of lifelong education, serving not only individual needs but also community goals? There is a danger that program administrators may be so engaged in responding to

Consumer
Sovereignty

requests for programs that they have little time to assess the balance and effectiveness of the programs offered.

Second, there is the problem of community needs and goals. It is likely that organizations, more than individuals, will take a particular interest in community issues. To the extent that program administrators work only with those who are organized in determining community needs, the views of the unorganized-usually the disadvantaged and alienated - are left unarticulated and unheard. It is important - and the point has been made by the Indian and the Metis Associations - that people should be involved in the determination and planning of programs meant for them.

Search
for
Needs

Whereas the actual operation of programs appears to be a more clearly administrative function, the planning and development of programs appear to require the qualities of a facilitator and social animator. In this respect the characteristics of teacher and administrator merge into each other.

Social
Animator

Dyck outlines some of these general developments, and others in curriculum, which we deal with in the next section, in forecasting new emphases in education as follows:--¹⁸

"It is likely that there will emerge a number of new emphases in the programs of educational institutions, Education for creativity, environmental education, education in interpersonal relationships, education for sound mental health development, and education for participating in social change processes will have their emphasis upgraded between now and the year 2,000".

PROGRESS

It was a happy day for Wendy - a whole afternoon to show off the Community Education Center to her Grandmother. Wendy thought her Grandmother was super, even though she would insist on staying in that small town and hardly ever visited the city. How Grandma could hope to keep up with all the changes in education was beyond Wendy. At least she had this afternoon to give Grandma a few ideas.

All afternoon Wendy hardly ever stopped talking. She went on about how the school with four walls, a five day week, and a nine-to-four day was a thing of the past. The Center was a seven day, day-and-night, focus for the whole community. The students were continually going out into the community, and the community was always at the Center. The accent was on the students gaining first-hand experiences with the basic processes of living. Nowadays educators realized that the real stuff of life was in the community, not necessarily in the classroom or the library. In fact, Wendy went on, it was misleading to talk about the Center and the Community as two things. It was impossible to tell where one started and the other left off, what with the public library, the area recreation office, the day-care center, the social services, and the local employment office all located in the Center. Wendy was eloquent about having the elementary, junior and senior high students on the same site, and about how the younger students had a chance to learn from the older ones - not to mention how good an experience it was for the older students, like Wendy, to act as teachers.

It was a happy afternoon for Wendy's Grandmother too, even though it reminded her of being caught in a whirlwind. Wendy had certainly fallen in love with education. It was no wonder she'd decided to be a teacher.

Grandma hadn't the heart to tell Wendy how much the ideas behind this modern Center reminded her of her early days in a little red school house. That too had been more than a school. It had been the center of activity, the hub of the community. It was amusing to think they'd been so modern so many years ago.

CURRICULUM

The term curriculum is taken to mean a variety of things in education literature. It will be defined for purposes of the following discussion to include the total content of all learning experiences.

Defined

One of the major factors in determining teaching-learning relationships is the subject-matter or content to be taught. Where the purpose of the educational process is the acquisition of basic knowledge and skills, as in the case with basic education, retraining, or upgrading the content will continue to be emphasized. But where the orientation is toward a liberal education, or growth in understanding, interpersonal relationships should become more important. Learning in this instance would be based to a greater extent on process, because the purposes of such education take into account perceptions, attitudes and feelings as well as a given fund of knowledge. In such a setting, relationships between people sharing a learning experience are very important.

Content
and
Purpose

Current Status of Curricula for Lifelong Education

The majority of the adult courses offered at present are either vocational or professional in nature. There is a sad condition of liberal education for adults in this country at present, and we doubt that this is because people's needs and motivation are fixed at Maslow's more primitive levels of development, i.e. the purely physiological or safety needs.

There are few opportunities to enhance the appreciation of, or participation in, the arts, literature, or handicrafts. Likewise, an understanding of the humanities and their place in our personal and collective lives is, at present, difficult to attain or pursue at the adult level. There are relatively few opportunities

Few Arts
Opportunities

for lifelong education which might help to produce political and international understanding, to promote improved race relations, to understand problems of urban development and ecology and to study possible solutions, and to appreciate the economic and cultural costs of profit-motivated activity, poverty, ignorance, illness, etc.

Few
Current
Problem
Studies

Finally, much of the educational opportunity which does exist is brief and fragmentary and has no follow-up.

Proposed Curricula for Lifelong Education

Society requires the acceptance of the belief that education is life and life is education; the belief that people will spend periods throughout their lives in some structured learning experience, that they can leave and return as they see fit and as they can meet certain pedagogical demands. Under such assumptions, our early years of schooling can concentrate on learning how to learn.

Early Years

They would attend primarily to the basic language of learning: speech, numbers, writing, visual arts, etc. But they would also develop ability in the learner to learn under a variety of circumstances and conditions on a part-time basis, at home using a variety of media, and in informal settings - rather than suggesting that the only way to learn is by full-time attendance at school, with a teacher and some form of text. Our elementary schools have already moved a long way in this direction, but what is badly needed is a concept that would legitimize, elaborate, and extend these practices throughout life.

The result of such a shift in attitude would also be to make the elementary and secondary system more open and welcoming to individuals outside the custodial ages who needed the prescribed skills associated with these levels of education.

Opening
the
System

The remainder of the educational process, would, at different times and for different people, emphasize different kinds of learning:-

Various
Types

1. Academic education -- this includes elementary, secondary, and post-secondary education for young people and for adults wishing to continue an education which had previously been left incomplete. In a sense, it should be education of a preparatory nature, i.e. the acquisition of habits of critical and creative thinking.
2. Fundamental education -- this consists generally of literacy programs to enable people to embark on academic education and to meet certain social needs.
3. Education for old age -- this consists of courses not only for the elderly and those approaching retirement, but also for those who teach the elderly.
4. Creative and performing arts -- this is an important part of education not only for personal enrichment but in some cases to allow for changes in vocation.
5. Liberal education -- this centers usually around the humanities, history, social and natural sciences, and an understanding of human issues across the broad spectrum of life. In future this will need to pay more attention to social relationships, and cultural influences on the perception of reality.
6. Home and Family life education -- this involves such things as parent education for the up-bringing of children, home-making, and family relationships.
7. Community development -- this consists of education for community action, emphasizing the study and analysis of community

needs and resources and the fulfillment of these needs through leadership skills.

8. Public Affairs education -- this emphasizes an interest and involvement in public affairs - local, national and international.

9. Vocational training -- this ranges from basic skill training to continuing professional education.

These kinds of education should accommodate the different natures and needs of the learning population -- not only their age, sex, level of previous education, socio-economic levels and occupations, but also their interests, expectations and aspirations. In some situations there will be combinations of different kinds of learning, such as are now practiced under the Alberta Newstart operations, where elements of fundamental education, academic education, and vocational education are combined for the benefit of the whole family group. This should continue to be stressed in communities seeking to improve their whole standard of life.

PLANNING, RESEARCH, AND DEVELOPMENT

We define planning, research and development as follows:-

Planning:-delineating the scope of lifelong education and the methods to be used in determining, promoting and evaluating the component parts which constitute the process of lifelong education;

Planning

- estimating the costs and timetabling of research and development;

- preparing statements and analyses for the implementation of programs of lifelong education.

Research:- determining and evaluating the factors related to lifelong education, including such things as the number of persons

Research

involved, educational and economic levels attained, the needs of society and individuals (present and future), and present available resources;

- fundamental research into the interest levels, capabilities, and learning styles of persons at various age levels, and the potential application of technological advances to teaching and learning;

- comparative studies to throw light on alternative systems.

Development:- translating research information and plans into methods for providing individuals with lifelong education opportunities; Development

- developing education programs and, if necessary, new institutions to administer these programs in a form that makes them available to all persons concerned.

We believe it is wrong to look at planning, research, and development in lifelong education separately from the same issues in education generally, and we feel it important that any work in this area should have this wider frame of reference. Here are some particular needs to be kept in mind:-

1. Some indication of the scope of the problem of creating and maintaining an educative society is essential for any significant planning. Continuing demographic studies and attempts to prepare social and education accounts for the Province would provide this kind of information. The Human Resources Research Council studies of Alberta society should therefore be the first step in a continuing study.

Demographic
Studies

2. There is need to investigate ways in which instructional media and facilities for storing and transferring information can be used creatively to provide learning opportunities for people.

Media

3. Further basic research is needed into special problems of learning for adults -- their motivation, needs, etc. With this information, programs can better be developed which will meet an effective demand at this level.

Adult
Learning

4. There is need for more research into the real relationship between levels of formal educational attainment and ability to perform efficiently in a variety of kinds of work.

Education
and Work

5. There is a crucial need for research and development in the area of evaluation -- (a) *how* do we judge success or failure, i.e. methods of evaluation; (b) how good are particular programs, methods, or educational techniques, e.g. in terms of cost efficiency?

Evaluation

But even more basic than these questions is the condition that before detailed planning can proceed, there must be some decisions about the basic philosophy or policy within which the planning is to take place. This takes us back to our statement of the aims and objectives of education -- who will be educated, to what level, and for what purpose?

Basic
Philosophy

When the concept of lifelong education is adopted the answers to these questions are clear; all citizens will be education to the maximum of their potential (to achieve the highest need, self-actualization) and for personal achievement and economic and social purposes.

Within this context the total system will become a system of lifelong education rather than discrete systems of elementary, secondary, and tertiary education in preparation for adult life.

Total Sys-
tem Not
Discrete
Systems

Furthermore, planning, research, and development will be citizen-rather than you-oriented. As part of this system it will be necessary to create an educational planning, research and development

agency. The relationship of this agency to the system is shown in the last section of this report.

Furthermore, we perceive a need for much direct and intensive, as well as extensive, involvement on the part of the Federal Government. While there is a need for planning, research and development in each province, there are certain aspects of these activities that have implications for all Provinces and these should be catered for and financed by a national agency which works in cooperation with the Provincial agency.

Federal
Government

FACILITIES AND INSTRUCTIONAL RESOURCES

Present Physical Facilities

We have earlier referred to the wide variety of arrangements which provide some form of continuing education, in different kinds of facilities. What we wish to stress here is that this variety of agencies and facilities should be seen more clearly as being part of the resources available for lifelong education.

Variety

Schools and Universities have traditionally been thought of as providing the primary source of knowledge in the community. When access to information was more limited than today, it was true that these institutions established the common base of learning for society. This is no longer true. The mass media, the patterns of an industrial society, and all the various reference groups in which people live, now have more effect on the formation of the community than the formal education institutions do. Information is no longer in short supply, and in some respects the schools and other institutions have been losing ground for some years as the primary or most stimulating sources of such information.

Formal
Institutions
Losing
Ground

So from one point of view these institutions no longer appear to be

meeting the needs even of the target population at which they are aimed. Moreover, they make no real claim to be meeting the needs of lifelong education which have been indicated in Part II, particularly at the adult level. Insofar as they make effort to meet other needs, it is as a by-product of their main effort, conducted through sub-organizations such as Extension Departments or Divisions, whose operations appear not to have a substantial effect on the policies and operations of the main institutions.

Missing
Their Aim

In urban centers the many other needs are being met in facilities provided or controlled by other agencies -- church halls, community halls, art galleries, libraries, etc. There are other facilities already in existence which are not traditionally associated with educational activities but which could be used for these purposes -- shopping malls, high rise apartments, theatres, company premises, etc.

Urban

Facilities outside the urban centers are limited almost entirely to schools and colleges -- both agricultural and community colleges. There are, however, two important exceptions to this. The first is the Banff School of Fine Arts and Center for Continuing Education, which makes a unique contribution to education in the Province and over a wider region. Second is the system of mobile training centers being used for education and training among native people in some northern parts of the Province, under the auspices of Alberta Newstart Inc. These work as feeders to the Vocational Training Center at Fort McMurray.

Elsewhere

Future Physical Facilities

The way facilities are to be used in future will largely be a function of the way educational time is organized. The present time-dimensions of elementary and secondary schooling in a day-time schedule has no bearing on what is taught, since the subject

Time
Dimension

and books are adapted to teaching time, rather than the other way round. The time for which a student is expected to maintain an interest in particular subject areas needs to be re-examined. The system does not fit modern industrial time-sequences, where a fifteen week educational leave for an employee may be manageable, whereas eight months is at least difficult and generally impossible. It no longer fits the seasons in Canada, since winter vacations are becoming as common as those in summer, and some parents are not able to insist on one or the other. It bears no relationship to employment for students, since we are presently dumping a larger and larger number of untrained students on a summer economy which has less and less capacity for using them. The result is either busy-work, expensive and fraudulent employment, or boredom and social unrest.

Furthermore, to leave expensive capital facilities unused for sixteen hours of every twenty-four and for four months of every year, or to fill them with anything that comes along to reduce the overhead costs, is equally senseless. A shift to a variety of time spans depending upon the specific educational task, but based on a formal pattern of more and shorter terms in each year, would revolutionize the educational system at not much greater cost -- certainly no greater a cost than the new resources which would become accessible.

There is no doubt that pressure on educational institutions to extend their community service programs will raise the need for facilities in the community. But these may be there already. Institutions of higher education are already beginning to reach into the city center by offering programs in existing downtown buildings, to meet demands for further education in the business community and other citizen groups. A pioneering handful of American universities have recognized the need for a total physical commitment to the community by developing neighborhoods rather than campuses.

Increasing

Seattle University will locate a new three million dollar physical education center away from the campus and inside a Model City's Project Area, to serve both the community and the University. The new colleges being developed in Calgary and Edmonton are considering the provision of programs in downtown facilities.

As urbanization continues, and urban real estate becomes increasingly scarce and expensive, the location of facilities for lifelong education should take new directions. Air space over City streets, underground space in the urban City and relocation of streets, are being examined as possible means of anticipating a shortage of space. New concepts of planning should be applied to high rise apartments and condominium-type housing schemes to incorporate space suitable for educational activities.

New
Concepts

If education, and its new needs and new exciting possibilities (i.e. not just matters like the locations of schools, but the educational use of every conceivable place) become a factor in future urban planning, some of the consternation about rising costs of future education can be overcome. This is over and above the possibility of high school, and even elementary school, buildings being usable, if properly planned, by older people.

Planning
and
Design

On the one hand, we must not assume that all adult programs will be located in present and future institutions of higher education. On the other, we must not assume that all programs for the young will be located only in schools as now defined. The school can become one of many centers for community learning and social and cultural pursuits.

Dyck¹⁹ forecasts that "community schools will probably become before 1988 the 'leisure centers' of the future. These leisure centers will provide the urbanite facilities for leisure-time activities

Community
Schools

of all sorts. Schools may possibly serve as 'exploration institutes' where individuals might explore their own personalized interests during leisure hours."

For rural areas, and particularly the northern parts of the Province, we advocate an examination of the possibility of extending the system of mobile training centers, linked to larger training centers at strategic places, and linked into the network of media and other learning resources which we refer to below. One of the larger centers to which the mobile centers might be linked could be, for example, the Alberta Indian Education Center, which has been proposed by the Indian Association of Alberta and which we believe could play an important part in education among native people in the Province. Rural

We believe that these developments must be a part of a wider study and effort in terms of regional economic development and employment prospects in the Province.

Recognizing the importance of residential facilities in lifelong education, we note that there are a number of existing facilities, for example agricultural colleges, which do not appear to be used to their full capacity. We suggest that any study of the need for residential educational facilities in the future should take into account these existing facilities. More, we suggest that in the planning and design of future facilities of this sort the needs and tastes of adults be borne in mind. Residential Centres

With regard to the Banff School of Fine Arts, we note a recommendation in the Report prepared for the Minister of Education by Dr. J. R. Kidd²⁰ a recommendation that the new administrative plan for the school should be reviewed by the Commission on Educational Planning and should be thoroughly evaluated within five years. We

understand that the revised administrative arrangements have not been in operation long enough to have justified such an evaluation at this stage.

Present Instructional Resources

Apart from the teacher, the main instructional resource still available for formal learning at all levels is printed material -- books, journals, magazines, etc. This has extended into programmed texts, and to some extent the combination of texts of various sorts with other resources such as film-strips and films for the use of independent learners. While the availability of printed materials within the schools and other formal institutions, and in the large urban centers generally, is reasonably good and improving, the provision of printed materials to smaller centers and rural areas is very poor. Apart from a public library service provided by the Extension Library of the University of Alberta, there appears to be no attempt at a provincial public library service.

Printed
Material

With regard to other communications media, educators in Alberta have only begun to tap the potential. In the schools we are still only at the beginning of the proper use of television either as a broadcast or a closed-circuit medium. Similarly, in what is now called continuing education only isolated instances can be found where broadcast media are employed seriously and coherently. The County of Mountain View has used television for the continuing education of its teachers; the University of Alberta, Faculty of Medicine, uses radio broadcasts as a means of bringing new medical information to practicing doctors in the Province; and MEETA in Edmonton and CARET in Calgary are developing educational television both for the schools and for adult audiences.

Present
Limited
Use of
Other
Media

Otherwise, the use of audio-visual equipment and materials at

conferences and workshops appears to be the most common way in which other media are at present being used in education. The film libraries of the National Film Board and of the Department of Extension, University of Alberta, appear to be in wide use by all types of educational agencies.

Finally, the use of computers as sources of information in the Universities and elsewhere, linked to terminals in the schools, is still very much in the experimental stage.

JULY 14, 1990, THE SUNDALS IN CORONATION

Peter Sundal has just dialed the retrieval bank for the latest information on monorail and copter departure times. He informs his son, Rob, that he has to be at the Coptport in thirty minutes. Before telling his wife, Barbara, about her departure time, he deducts ten minutes from the monorail schedule. Barbara is a very capable mental health nurse, but when it comes to keeping appointments she's always had a private battle with clocks.

Peter watches his wife make her final arrangements. She packed last night. He made sure of that. But now she's busy with a last minute flurry of memos to remind him of things to do while she's away. She'll be gone for a week to serve as a facilitator for a new course at the Central Alberta Center for Continuing Education. Peter smiles. By the number of memos she's writing you'd think she was going for a month.

Peter turns to help his son with the final lashings on his pack board. Rob is off to assist Uncle Ted, who works for a cattle grazing station in the foothills. Rob's help will make it possible for Uncle Ted to get a little extra educational leave and take full advantage of a special grant for creative art studies at the University of Alberta. To do this favor, Rob is giving up his summer semester at the Coronation Community Center. Peter is proud of his son.

It's a successful morning. Peter sees Rob off at the Coptport, and gets Barbara to the Monostation on time.

On his way home from work in the evening, Peter takes out a video cassette from the Learning Resources Center in Town - a sociological study of Samoa. He and Barbara have their eye on a bungalow that they saw on their last summer's holiday in the South Pacific. And Peter is due to retire in a couple of years. When he turns 53.

Future Instructional Resources

The full exploitation of the new communications media and technology relating to the storage and transfer of data and information could extend learning in the Province more than any other single factor. The future enlistment of known and yet-to-be-developed technologies appears to be one area which, because of the high costs involved, and the broad networks which they can make use of, will require a Province-wide and even country-wide plan for multi-institutional cooperation. It appears feasible to look forward to a Provincial network of information storage units and instructional resources, e.g. computers, dial-access retrieval systems, group response systems, video and audio-tape and record and cassette loan systems, which could provide a network available to students of all sorts and in many places, including their homes. Store front offices should be set up by educational authorities where educational materials would be available on rental.

Wider
Networks
of Media

It is also reasonable to expect that T.V. companies should be required to make more broadcast time available for E.T.V.

It appears to be in this field that planning, in conjunction with the development of curricula, physical facilities, and good use of human resources, could revolutionize the process of lifelong learning, while possibly minimizing costs.

There is another area in which cooperation and coordination on a Province-wide basis appears to be necessary, and that is in library services. This appears to be an area to which the Government in this Province has not given much attention in the past. We see a provincial public library service very much as a crucial element in any provincial education system using modern resources of communication and information. And by "library" we mean not just a repository and distributor of printed materials, but a resource

New
Concept
of
Libraries

of miniaturized (microfiche) audio, visual and electronic information capable of being transmitted through appropriate channels. In fact, "library" may now be an anachronistic term. Such a service, more or less centralized as technology permits and possibly operating through local schools, appears to us to be essential if facilities for learning are to be spread to all people in the Province, in the smaller communities and rural areas as well as the urban centers.

Models for Networks

There are various models for the creation of a network of resources such as we are proposing. One is suggested by John Fritz in his position paper on Instructional Resources (pages 41 to 50), that is, the linking of a parent institution with community institutes housed in schools, libraries or civic offices. Another is the Open University in Britain, which has two important features, one being the imaginative combination of learning resources in the form of television programs, correspondence assignments, a network of staff tutors and tutors to mark correspondence assignments, and an annual summer school which all students will attend, all these linked to the central university establishment with full-time university faculty. The other feature of the Open University is that it provides access to university studies for persons who do not meet the usual university entrance requirements. Yet another model is provided by a development of the existing system, on a wider basis, now operated by MEETA in Edmonton and CARET in Calgary. In the near future it is likely that these two educational television services will be linked to the cable television systems in those areas, and in future such a linkage should be carried through to the ten centers in the Province which will have cable television. The ultimate organizational and operational pattern of a provincial network of this nature will have to be worked out on the basis of needs, costs, and the demographic pattern of various parts of the Province, and such a study is an example of what could be included in the responsibilities of the Commission on Lifelong

Education, which we refer to in Part I.

In advocating the full use of these resources we do not forget our earlier comments on the learning environment and the value of a group setting, with the services of a facilitator. At best, instructional resources of the kind we have just been discussing should be supplemented by such an environment, but we recognize that in some areas this will be difficult to achieve.

FINANCE

We risk the charge of being called naive by suggesting that there is no great mystery about the financing of education. Whoever pays directly -- the state, corporate enterprise, or the individual -- the basic fact is that the money comes, in the end, from that part of the gross national product which is at the disposal of the Province as a whole. We note from Dr. Seastone's paper that on the basis of an estimated growth of 5% per annum in the Alberta Provincial Product between 1970 and 2000, the gross provincial product per capita, at constant 1957 prices, will rise from \$2,850 to \$6,989, i.e. almost 250%. At current prices, i.e. taking into account inflation over that period, it will rise from \$3,901 to \$14,781, i.e. over 350%.

Economics
of
Education

The share that is to be available for education is a function of the choice that is to be made between education and other goods and services. And this choice is not a complete either/or, because education is an investment in economics as well as humanistic terms. What we seek is a choice made, at all levels, in accordance with the values which we have suggested in our section on aims and objectives. And the corollary of this is that the financing of education should be such that to the greatest extent possible the individual should be the one to exercise choice in the planning and forwarding of his education.

Seastone's estimates²¹ indicate that even on existing assumptions (orientation toward large physical structures used uneconomically, toward teaching exclusively by full-time teachers, etc.) the percentage of personal income needed to meet educational costs by 2005 will not need to rise much beyond present percentage. But despite our ability to expand existing facilities in this way, we believe that the school-dominated, classroom-centered, full-time teacher-oriented, eight-hour, eight or ten-month system is an expensive one, and apart from the demands of further population increases, very little additional investment should be placed in this form of education.

New Lines
of
Development

Our previous comments have suggested a pluralistic system, less bound to special buildings and persons, diverse in its offerings, but more integrated as a total process. We think that such a system can effect economies. Corroboration of this appears to be provided in the Report by Dr. F. Terentiuk on the Open University in Britain²² in which it is indicated that the costs of providing a university education by the Open University system will be substantially less than by conventional means.

Here we revert for a moment to the initial definition with which we began our task, i.e. lifelong education as that activity which lies outside the formal school and college system. In these terms, the frequently stated assumption is that adult or continuing education in Alberta has yet to attain the same level of financial support as grade schools and day programs in technical institutes, colleges, and universities. It is observed that in most cases, continuing education takes the form of extension programs, and these are considered as appendages to the institution rather than a part of its nature. Staffing, program development, financing, and administration are, in many cases, independent of the normal day-to-day operations.

Present
Finance
For
Continuing
Education

It must be recognized that there are several additional contributions to direct costs which are frequently ignored in the operation of such programs. Overhead costs, often including capital facilities and their maintenance, and support services including counselling and libraries, are usually not charged to the continuing or extension education authority. Furthermore, because this operation is more flexible with regard to qualifications of staff and because often young, old, sessional, untenured and otherwise less expensive staff are available, instructional costs may also be lower. There is no comprehensive study of the costs of these programs available for Alberta, but it can be reasonably supposed that if the conditions for these programs were brought on to the same basis as other post-secondary programs, costs would be comparable.

Thus, if continuing education becomes an integral part of the total system with similar conditions to those prevailing for youth, costs and consequently support requirements for adults will be similar to those associated with the education of youth.

Adults on
Same
Basis as
Youth

We hold that governments have a responsibility for continuing education for the same reasons that they have a responsibility for the public education of a child, or the training of a surgeon. This proposition is based on the assumption that each individual in the community has the right to expect educational opportunities in order that he may realize his full potential, from his earliest years through to old age. And so we revert to our broader definition of lifelong education, and for this we have already suggested a new rhythm of attendance at formal education centers, wherein people will likely return for further periods from time to time as their personal or occupational needs lead them.

Govern-
ments

We now refer briefly to the financial roles, as we see them developing, of the government, of corporate enterprise, and of the individual.

Role of Government

We suggest that governments accept the role of enabler in addition to providing support of operating institutions in financing continuing education. As such, government would provide funds for research, grants, scholarships and loans to students, leadership training, curriculum development, resource materials and visual aids. We have already indicated, in dealing with instructional resources, that the cost and extent of modern technology in the transfer of knowledge make it sensible for the establishment and management of such processes to be with large geo-political units. There is a further reason in support of this, which is the need for education to move as far away as possible from parochialism and chauvinism toward globalism.

Government
as
Enabler

Global
Approach

Role of Corporate Enterprise

Both philosophers and practioners of capitalism have expected their system to produce social progress as a by-product of economic efficiency. Social accountability has not been a considerable element in their calculations. Now some corporate leaders have begun to accept a new philosophy, namely that business is part of society, and has an obligation to attack a broad range of social problems, if need be, in ways which may temporarily retard profits.

New
Attitudes
of
Industry

Until now, contributions to education on the part of industry have been largely on a voluntary basis, for programs run by other agencies or for their own in-service and further education programs.

Here we see a distinction: first, a need for training for the direct purposes of an industry, and second, the further education of workers as persons. The obligation for the former is largely with industry, but may be a shared one between government and industry, and we are attracted to the way this shared obligation

Two Needs -
Training
and Wider
Education

We wish to add a note. Governments, and semi-government agencies, will in future employ a larger proportion of the work force in service industries. Therefore, as employers such governments and their agencies should assume the same roles that we have recommended for corporate enterprise.

Government
As
Employer

recent years have been made possible by Foundation support. We many of the most innovative educational experiments at all levels in

Retirement

1990 about 56, and by 2005 about 53. Second, we observe that 1970-2005²³ that by 1980 the retirement age will be about 60, by We have in mind here the estimate in "Social Futures - Alberta corporate decision), and/or preparation for earlier retirement. employment following lay-off (especially when this results from continuing education as required for continued employment, for re-leave, and counselling to employees, to aid them in their own con-

Future
Involvement

We do, however, see the involvement of corporate enterprise in two ways. First, we proposed the provision of paid time, educational

sense.

as having the major responsibility for education in this wider governments at all levels by means of taxes and public spending, it is for this reason that we see society at large, acting through the work environment are the prime source of their fulfillment. of employees, absorbing them into a condition in which work and limit to which employers should seek to influence the *total* lives is even a valid philosophical argument here, i.e. that there is a which fewer enterprises believe they have an obligation. There The second area, namely the wider education of workers, is one in

Limits
to
Company
Influence

equipment and simulated work experience in technical subjects. employed, to cooperate in work experience programs, and to provide some industries are beginning to hire and train "hard-core" un-industrial training boards, and training centers.¹⁶ In the U.S.A. ing Act of 1964 creates a system of levies on enterprises, is clearly provided for in Britain, where the Industrial Train-

2001 AND ALICE BEHIND JOE

"The result was that Mr. Young Worker became a competent Service Manager and lived happily ever after!"

Mr. Young Worker? Who's that? NAME: Joseph Simpson (Joe) AGE: 26 MARITAL STATUS: Married CHILDREN: Two EXPERIENCE: Six years as Technician (1st Class) EMPLOYER(S): Owen's Electrical Automotive Service Company.

Joe Simpson? Who's he? A somewhat pudgy man, spectator sports fan, loves hunting and fishing. A competent technician, known to work after five to do a customer a favor. (Also known to stretch out his coffee breaks after a late poker night). Married? To Alice, a neat house-keeper at war with two inquisitive children. Two children? Twin boys to be more exact. Six years as Technician (1st Class)? Two years too long for Alice. Owen's Electronic Transport Service Company? Provides electronic repairs and service on a "while you wait" basis. A history of long term employees.

Service Manager? Actually that was mainly Alice's idea with an assist from Frank Owen, the owner. They worked on Joe until he got used to the idea. When Joe finally got around to asking Frank about taking a Training Program, it wasn't news.

Mr. Young Worker becomes Service Manager? Leaving out the personalities, this was the sequence: (1) Appointment at Area Manpower Centre. (2) Referred to counselling service at the local Community Education Centre for a Personality Profile Self-Evaluator. The tests revealed a need to study the theory and practices of human relations, and that more skill and knowledge was required in cost estimating and vehicle routing. (3) Obtained videotape on Middle Management Human Relations from Learning Resources Centre (no charge: \$25.00 deposit). (4) Attended seven group discussions on human relations held at the local shopping centre (Charge: \$35.00). (5) Spent three weeks on the job training out of the annual self-improvement and vacation leave.

An average guy, Joe thought names like Middle Management Human Relations were pretty funny. But Alice told him to never mind the names, and pay attention. Actually Joe enjoyed himself and learned fast at five out of the seven discussions. The other two were conducted by a theory runt who insisted on talking all the time.

Competent Service Manager? Frank Owen's profits went up soon after Joe became manager. And the men like him.

Lived happily ever after? Joe can now afford more fishing and hunting trips. Alice now has the girl she's always wanted, and the twins are in school.

One last note. It looks as if Joe will be taking more courses. The job of General Manager is coming vacant next year. And Alice has that glint in her eye again.

Role of the Individual

We see the role of the individual as being balanced between the need to allow and encourage the support of individual choices by an individual commitment to pay, and the need to enable everyone in the community to share in this ability to choose, no matter what income he has. One way in which this dilemma can be eased lies in our previous suggestion that in an integrated system of lifelong education people will resume the role of student as they need or wish. Many, if not most, of these will, as they earn income, have funds with which to meet some or all of the costs, and those who do have such funds should be prepared and required to use some of them as an investment in education, particularly in relation to job-advancement. This argument is particularly valid at higher professional levels and where learners are sponsored by employees.

Individual
Choice
and
Social
Need

We recognize the difficulty of instituting a kind of means test, and this leads us basically to support the position that as citizens in a democratic state those who have funds should be required, through taxes, to help provide educational opportunities for those who lack. This is the corollary of our earlier suggestion that the chief role of government should be as enabler, and it is in accordance with our expression of the aims and objectives of education. We emphasize, again, that this kind of public support should be related not just to what is now the formal, or "core" education system, but to the whole system of lifelong education. Seastone (Appendix 11-A) ²⁴ draws attention to the economic obstacles facing many people and particularly native people, in acquiring secondary and post-secondary education.

Basic Tax
Support of
Education

Thus when continuing education becomes a part of the formal system of lifelong education financial support will be provided for it in ways identical to those available for the other post-secondary

All Educa-
tion to be
Treated the
Same

education, that is, to institutions which provide these opportunities and to students who lack resources to pay the student share of program costs.

Furthermore, we consider the planning approaches suggested by Hansen and Atherton, that is, manpower, cost-benefit, and social demand, being applicable in decision-making for resource allocation to continuing education as well as to the education of youth. Applied to all parts of a delivery system related to the needs of all members of society, these approaches can provide to decision makers a set of alternatives and their consequences, which can then be examined alongside the framework of an accepted set of values. Appropriate decisions can follow.

ORGANIZATION

Present Organization

By "organization" here we mean the pattern into which fall the various elements of the total education picture as we have just painted it -- the educational process, curriculum, planning, research and development, facilities and instructional resources, and finance.

What, in fact, appears is that there is at present no discernible pattern. There are many different agencies conducting their efforts in many different ways with less rather than more liaison, cooperation of effort, or mutual recognition. Separate semi-autonomous Commissions form the channels through which Government relates to the universities on the one hand and the community colleges on the other. Elected School Boards exist apart from the elected local government authorities, and the school systems are again subdivided into Public School Boards and Separate School Boards, on religious grounds. Adult education sub-systems within larger

No Present
Pattern

institutions operate with little impact on or interest from the main parts of such institutions.

At Government level, as is shown in Appendix B, there are a number of Ministerial portfolios which cover some aspect of education in the Province. Apart from the Department of Education, other Departments which have a major role in education as we have defined it in this paper are the Departments of Social Development, Agriculture, Youth, Health and the Department of the Provincial Secretary. In fact, we feel it worth drawing special attention to the developments now taking place in the Province under the Preventive Social Service Act administered by the Department of Social Development. Under local Advisory Boards and locally employed Directors of Preventive Social Service, and with supporting funds from Government, some very promising local programs in social education, from children's nurseries and day-care centers, through teen-age drop-in centers, to programs for old people, are emerging. This pattern of local involvement, and of the realization of a wider definition of community education, is a possible model to work on in the future.

Many
Government
Departments
Responsible

Preventive
Social
Service
Act

With regard to the coordination of the work of all these Departments, this would appear to be one of the terms of reference of the Human Resources Development Authority, but we are not clear about the extent to which coordination is in fact carried out between the Departments.

Outside the Government, there exist some organizations which have as part of their purpose the improvement of communication and liaison between education authorities. In continuing education, the Alberta Association for Continuing Education, which was formed in 1968, aims at improving cooperation between all agencies, including those Government Departments which are involved in the field. At a more local level, the Edmonton Association for

Provincial
and Local
Assns.

Continuing Education and Recreation was formed in 1969 with the purpose of improving communication and cooperation within the area of Edmonton and district.

But altogether, it is fair to say that the concept of lifelong education as we have proposed it in this Paper is far from being realized in Alberta. Education in the Province is still synonymous with formal education institutions and with "schooling", that is, a formal process of instruction carried on in such institutions. Despite the belief by many qualified observers that a significant amount of learning occurs outside schools, universities, and colleges, educators generally continue to claim exclusive rights to the process within these institutions, and have failed to recognize the tremendous learning experiences and resources found in the community at large. The redressing of such failure will require not only a change in mental approach on the part of educators and all others concerned with education, but serious effort to alter existing structures and the relationships between different structures.

Education
and
Schooling

Future Organization

We see the organization of education in the future as requiring a clearer recognition of a number of factors:

Future
Pattern -
Elements

1. The focus of the educational process is on individuals.
2. The learner is also a citizen, and has the rights and obligations of a citizen, either directly as an adult or through parent or guardian in childhood, to influence the sources of authority of all levels. This is basic to our proposals: that people should be both able and prepared to affect the process and system of education through electoral action and local action groups.

Rights and
Obligations
of Citizens

3. Education is not the preserve of the formal educational institutions, and can take place in other places and at other times.

4. In order to make the concept of lifelong education a reality, inherent in the programming of all institutions, there should be provision for a system of cooperation and liaison between the different educational agencies; between such agencies and governments at the local and provincial levels; between the individual learner, educational agencies, and governments at local and provincial levels; and between educational agencies and local and provincial associations of agencies and individuals. We refer here not just to those agencies or parts of agencies which at present are thought of as being concerned with adult or continuing education, e.g. departments or divisions of extension. The Report of the Coordinating Committee on Continuing Education, under Dr. E. G. M. Church (1970) ²⁵ recommended a system of a provincial advisory council and area committees related to such agencies and their operations. In accordance with our wider definition of lifelong education, and the whole tenor of this Report, we see this approach as not being comprehensive enough. Our proposals cover all educational agencies and the whole process of education, including nursery schools, universities and schools as total institutions, and all other places and ways in which education goes on.

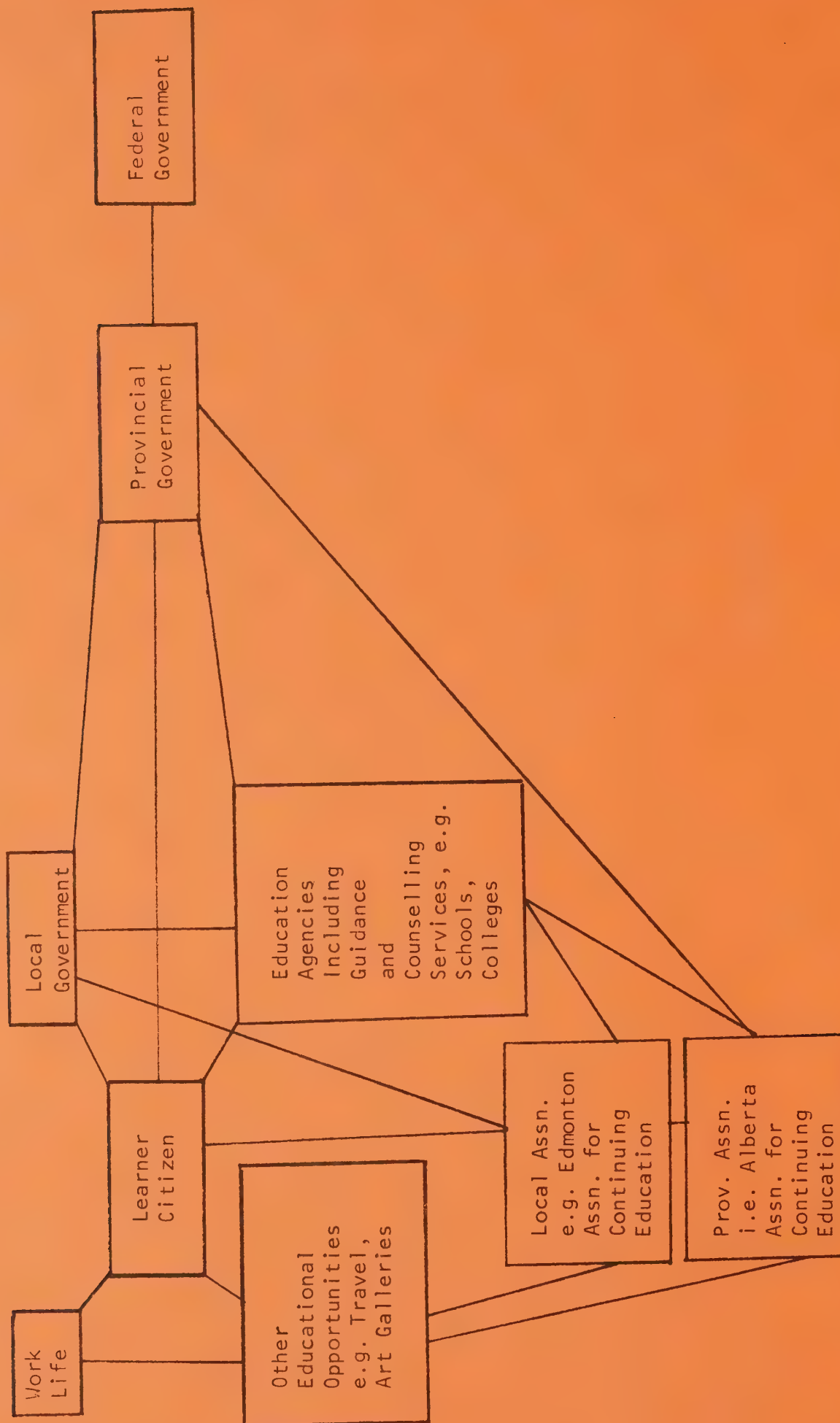
Not Just
Continuing
Education
But Total
System

5. The organization of education at the local level, i.e. cities and counties, including many aspects of what is now called recreation, should be integrated in the same way as at the Provincial level.

6. Such a system, implemented in terms of our recommendations on Organization, must leave with individual agencies maximum flexibility and freedom in their programming, to ensure the principle of pluralism. We do not propose a centralized control of programming.

The following diagram, Figure II, illustrates the relationship which we would see developing between the individual learner and the various agencies, associations and governments involved:-

FIGURE 11



1984 COULD BE A GOOD YEAR

"Look, I'm sorry." Bill Kates, the City Education Authority representative, was at it again -- a great man for order and tidiness, was Bill. "I thought we were supposed to get some coordination into what's going on in this city, and I see four outfits still offering Painting courses -- the University, the Art Gallery, some of our Community Education Centers, and some private group called 'Nature Arts'. Nature Arts! Good God, who're they -- nudist painters?"

"As a matter of fact, no". The voice of the man at the corner of the table was quiet, but had enough authority in it to check Bill's guffaw. I suppose if you're the Vice-President of a big Utility Company, as James McNulty was, and represented the Chamber of Commerce on the Association Executive, you *did* have some feeling of authority. "They teach landscape painting. The other places seem to have moved beyond that, but some people still like the old approach. Including myself -- I attend their classes".

"I think we got that question cleared up some months ago, Bill, before you joined the Executive". This was Jean Gunner, the Chairman, and local representative of the Commission on Lifelong Education. "They're all operating at different levels and for different people. The Gallery's classes are collecting inner-city people - office workers, etc. -- on the two half-days of the working week. One girl I know keeps her painting gear at the office, gets down to the Gallery cafeteria for lunch, and is hard at it by 1:30. The University's taking its students into some of these newer techniques - laser beam painting or something like that".

"Well, I'm not satisfied", Bill didn't give up easily. "I think we ought to tell someone to stay out of these activities. If necessary, just order them. Cut off their grants, bring them into lines".

"Bill, it's not as simple as that..."

"What's your Commission for, then? What's this local Association for? Don't we have any real power to do some coordinating around here?"

"We do, if it comes down to it. But that's not the way it's turning out, nor is it the right way. In this case we were satisfied -- all of us -- that these different agencies were meeting different needs".

"Look, can't we get on to the next item? I'm satisfied". This was Joe Janek. "We're wasting time. I've got a Union meeting to go to later this evening".

"Allright -- next item on the agenda -- the annual Spring Break-out, our Education Happening, in City Square. Ted Black, planning committee, how are plans going for the Buckminster Fuller Dome over City Square? The Commission approved the money for it".

"Great. My colleagues in the Engineering Faculty at the University have their part of it under control. No problems, even if we have a late snow. It's the software that I'm not sure about. Can I ask Bill Yellowfeet how he and the guys at the Native Cultural Center are getting along with the script for the Light and Sound show on 'Manitou and the Northern Waters'..."

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3. E. Hanson "Financing Education in Alberta'' Alberta Teachers' Association, 1968
4. D. Seastone Op. Cit.
5. J. Deutsch "The University and Macro-Changes in the Canadian Economy'', paper presented to the "Canadian Association of Departments of Extension and Summer Session'' in 1968.
6. D. Seastone Op. Cit.
7. James W. Kuhn "Would Horatio Alger Need a Degree?'' Saturday Review, December, 1970.
8. W. Bennis and P. Slater "The Temporary Society'', Harper and Row, New York, 1968.
9. Harold J. Dyck "Social Futures, Alberta 1970-2005'' Commission on Educational Planning, 1970
10. L. T. Garrett "A Survey of Adult Education in Edmonton'' and T. D. Shields, "Adult Education in Calgary'', University of Alberta, 1970.
11. D. Seastone Op. Cit.
12. D. Schonfield "A Baseline Study of Adult Training and Retraining in Alberta'', Government of Alberta, 1969.
13. Harold J. Dyck Op. Cit.
14. A White Paper on Human Resources Development, Government of Alberta, 1967.
15. Ibid
16. A. Maslow "Motivation and Personality'', Harper and Row, New York, 1954

17. C. R. Rogers "On Becoming a Person", Houghton Mifflin, New York, 1961.
18. Harold J. Dyck Op. Cit.
19. Harold J. Dyck Op. Cit.
20. J. R. Kidd "A Study of the Banff School of Fine Arts and the Banff Centre for Continuing Education", Ministry of Education, Alberta, 1969.
21. D. Seastone Op. Cit.
22. F. Terentiuk A Report to the Human Resources Research Council on the Open University, H.R.R.C., Alberta, 1970
23. Harold J. Dyck Op. Cit.
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25. E. G. M. Church Report of the Co-ordinating Committee on Continuing Education, Ministry of Education, Alberta, 1970.

Appendix A

SELECTED ANNOTATED BIBLIOGRAPHY ON
LIFELONG EDUCATION

Books and Pamphlets

Adams, Henry. The Education of Henry Adams. Boston.
Houghton Mifflin, 1918.

A personal narrative which presents life as learning. Adams believed that education is not limited to schooling; but is like maturing and continues through life. This book was a portent, not the beginning of a movement.

Adult Education Association of the U. S. A. Adult Education;
New Imperative for our Times. The Association, 1961.

Brief review of the movement in the United States. Points to the challenge ahead, and outlines a plan of action, based on the concept of learning as a lifelong process.

Alford, Harold J. Continuing Education in Action; Residential Centers for Lifelong Learning. N. Y.: John Wiley & Sons, 1968.

Focusses on ten pioneering university Continuing Education centers, built with the financial assistance of the W. K. Kellogg Foundation, and dedicated to the concept of the "all-inclusiveness" of education.

Barton, George E. Ordered Pluralism: a Philosophic Plan of Action for Teaching. Center for the Study of Liberal Education for Adults at Boston University, 1964.

Outlines the four educational ages of man: the Age of Exploration and the Age of Conversation (elementary and secondary schools); the Age of Resolution (vocational schools, university, etc.); and finally the Age of Consummation (education of the mature adult).

Bennis, W., Benne, K. D. and Chin, R. The Planning of Change. Holt, Rinehart and Winston, 1964.

An edition of the works of many writers in the fields of education, organization, and social psychology, dealing with change in the community, organizations and individuals.

Berg, Ivan Education and Jobs: The Greating Training Robbery. Praeger, 1970.

An investigation of the relationship between levels of education and job ability in the United States. It questions some current assumptions.

Bernstein, Abraham. The Education of Urban Populations. N. Y.: Random House, 1967.

Discusses current educational problems and the need for change. Describes an adult education program called "educare" - a program of total education to serve every individual all his life.

Blakely, Robert J. and Lappin, Ivan M. Knowledge is Power to Control Power; new institutional arrangements and organization patterns for continuing education. Syracuse University Press, 1969.

Social movements are taking continuing education into a central place in American society, as an instrument of organized knowledge applied to solution of major problems.

Blakely, R. J. Toward a Homeodynamic Society. Center for the study of Liberal Education for Adults at Boston University, 1965.

Our scientific-technological age requires a new concept of learning. The most important future developments in education will be in continuing self-learning by adults.

Brickman, William W. and Lehrer, Stanley, eds. Automation, Education and Human Values. N. Y.: School & Society Books, 1966.

Education must be revolutionized, if it is to help produce a more humane society made possible by more productive technology. It must become a lifelong activity, for technologists and economically displaced leisure class.

Canadian Association for Adult Education. A White Paper on the Education of Adults in Canada. Toronto: the Association, 1964.

Access to organized opportunities for lifelong learning constitute the fifth freedom in a democratic society.

Cole, M. Education for Democracy. Allen & Unwin, 1942

Education should be planned in relation to its final stages, i.e. university, technical, and adult education.

Continuing Education, an Evolving Form of Adult Education.
Battle Creek, Mich.: W. K. Kellogg Foundation, 1960.

Describes the new pattern of lifelong learning for all men, and the programs in continuing education assisted by the Foundation.

Coombs, Philip H. The World Educational Crisis; a Systems Analysis. N. Y. Oxford University Press, 1968.

Assembles root facts about the developing world crisis in education, discusses trends, and suggests strategies, including greater emphasis on nonformal education, and serious reconsideration of whole division between "formal" and "nonformal" schooling.

Council of Europe. Case Studies on Permanent Education.
France: the Council, 1967.

The aim of education should be the well-being of man, as an individual and as a member of social groups, throughout his lifetime. Permanent education must become a national concern. Could lead to "sandwich systems" - periods of formal education alternating with periods of work.

Dumazedier, Joffre. Toward a Society of Leisure. N.Y.: the Free Press, 1967.

An analysis of leisure as it is manifested in recreation, relaxation, and self-improvement, and studies in the sociology of cultural change.

Educating for the Twenty-First Century: by Kingman Brewster et al. Urbana: University of Illinois Press, 1969.

Technological revolution in education and communication will abolish rigid timetabling of school system and emphasize need for continuing education for the release of human potential, enhancement of individual dignity, and freeing of human spirit.

Gardner, John W. Excellence; Can we be Equal and Excellent too? N. Y. : Harper & Bros. 1961.

Individual fulfillment within a framework of moral purpose must be our deepest concern. We must think of education as relevant for everyone everywhere, at all ages and in all conditions of life.

Hely, A.S.M. New Trends in Adult Education; from Elsinore to Montreal Paris: UNESCO, 1962

Developments in adult education between conference at Elsinore (1949) and Montreal (1960). In face of accelerating technological change, education can no more be confined to a period of schooling in childhood and youth.

Hirsch, Werner Z., et al. Inventing Education for the Future. San Francisco: Chandler Publishing Co. 1967

A mixture of forecasts, planning, philosophy, and suggestions for expediting innovation. New emphasis on "education for living" - working and studying will alternate throughout life.

Howe, Harold. Education - Everybody's Business; Remarks on Four Aspects of the Contemporary Educational Scene. Washington, D.C.: Dept. of Health, Education and Welfare, 1967.

Topics include educational communications, innovations legislation, etc. Foresees adoption of lifelong education concept.

Hutchins, Robert M. The Learning Society. N. Y. : Frederick Praeger, 1968.

A vision of the "learning society" in which learning, fulfillment, becoming human would be the most important aim of education throughout life.

Jessup, F.W. ed. Lifelong Learning; a Symposium on Continuing Education. Oxford: Pergamon Press, 1969.

Discusses many subjects - responsibilities of government and voluntary agencies, need for coordination among institutions, educational possibilities of mass media. Stresses concept of lifelong learning and the expansion of adult and pre-school education entailed.

Kallen, Horace M. Philosophical Issues in Adult Education. Springfield, Ill.: Chas. C. Thomas, Publisher, 1962.

Insists repeatedly that formal education has become an illiberal, miseducative enterprise, and that continuing education of adults is the hope of all education.

Keppel, Francis. The Necessary Revolution in American Education. N. Y. : Harper & Row, 1966.

Focuses on the national concerns of American education. Shows a greater national commitment to the crucial need for education's role in the transformation of society.

Kidd, J. Robbins. The Implications of Continuous Learning. (Quance Lectures in Canadian Education). Toronto: W. J. Gage Ltd., 1966.

Asserts that the concept of lifelong learning is the most revolutionary and most significant educational idea of our century. It is in harmony with view of great educationists throughout the ages, and is essential in a rapidly changing society.

Knowles, Malcom S. The Adult Education Movement in the United States. N.Y.: Holt, Rinehart, & Winston, 1962.

Traces the impact of social forces upon adult education institutions. Necessity of a new concept of the total educational enterprise: from early childhood to late maturity, learning would be a continuing process.

Lengrand, Paul. An Introduction to Permanent Education. Paris: UNESCO, 1970.

An introductory analysis of the social requirements for the formulation of a system of lifelong education, written by the Chief of the Permanent Education Unit of the Department for the Advancement of Education, UNESCO.

Lindeman, Edward C. The Meaning of Adult Education. Montreal: Harvest House, 1961. (originally published 1926).

Criticizes the idea that education is preparation for life, and asserts that the whole of life is learning. Rejects static forms of education; opens the way for adult education and experimentation.

Liveright, A.A., ed. The Concept of Lifelong Integrated Learning - "Education Permanents" - and some Implications for University Adult Education. International Congress of University Adult Education. Occasional Paper 11, February, 1968.

Excerpts from working papers, presentations, and

discussions at a seminar on Education Permanente convened by the International Congress of University Adult Education at the Washington Square Campus of New York University on August 5th, to 7th, 1967.

London, Herbert and Spinner, Arnold, eds. Education in the Twenty-First Century. Danville, Ill.: Interstate Printers, 1969.

Foresees a flexible system of lifelong learning; instruction will be "canned" and people will plug into date banks; young and old will attend discussion schools together.

Mayer, Frederick. In Defence of American Education. Wash. D. C.: Public Affairs Press, 1961.

More than a defence - deals with world problems, responsibilities of education, joys of teaching, need for education with no frontiers or limitations, as vital for adults as for children.

National University Extension Association. Expanding Horizons...Continuing Education. Wash., D.C.: the Association, 1965.

Must abolish idea that education is so many years spent in a classroom. It must educate and re-educate for work, produce informed citizens needed in a free society, aid individual growth and fulfillment.

Rasmussen, Werner. The Concept of Permanent Education and its Application in Denmark. Strasbourg: Council of Europe, 1968.

A master plan in four parts: Adult education programs for all professions and occupations; In-school education of young; Research and development; Re-organization of all levels of educational administration.

Rogers, Carl R. Freedom to Learn Columbus, Ohio. Mevill, 1969.

A series of Roger's writings on personal growth and on strategies for organizational change in an education system.

Saddler, John Edward. J. A. Comenius and the Concept of Universal Education. N.Y.: Barnes & Noble, 1966.

Comenius was not just a reformer of the elementary school, but a champion of the ideal that knowledge

should be available to all men, regardless of age, language, or social class.

Servan-Schreiber, J.J. The American Challenge. (French title: Le Defi Americain). N.Y.: Avon Books, 1969.

A French best seller on economic systems which comes out in support of adult education. Asserts that most important factors in economic expansion are education and technological innovation. Re-affirms the vision of an open society, where men are mobile and continually regenerated by continuing education.

Schmuck, R.A.; Runkel, P.J.; Blondine, C. Organization Specialists in a School District. Center for the advanced study of Educational Administration, Eugene, Oregon, 1970.

A study of strategies for change in organization, operation and communication in a school district in Washington State, U.S.A.

United Nations Educational, Scientific, and Cultural Organization. Second World Conference on Adult Education. (Educational Studies on Documents #46). Paris: UNESCO, 1963.

The Conference recommended that it be declared a fundamental principle that Adult Education is an integral and organic part of every national system of education, recognizing the right of everyone to adequate and equal access to both vocational and general Adult Education in a rapidly changing society.

Verner, Coolie. Adult Education. N.Y.: The Center for Applied Research in Education, 1964.

Predicts that adult education will become such an integral part of life that every person will be learning systematically all the time.

Woelfel, Norman. Educational Goals for America. Wash., D.C.: Public Affairs Press, 1962.

Asserts that society must turn from the traditional pattern of education, "which only inoculates youth against education for the remainder of their lives". Must widen learning activities to local, regional, national and international community institutions, using the full range of community resources.

Articles from Journals

Aker, George F. "Tomorrow is Now", Adult Leadership, V. 19 #3, September, 1970, pp 88, 101.

School of future will become community learning centers for reality-centered social, emotional, and intellectual growth, and for improving man's adaptability to everchanging conditions.

Allen, James, E. "Liberal Education for Adults in a Changing Society", School & Society, V. 94 #2283, December 10, 1966, pp. 454-458.

Describes the great burgeoning of higher education activity in a society faced with rapid technological and social change, which has been accelerated by Title I of the Federal Higher Education Act of 1965. Title I establishes the principle that the continuing education of adults is a natural constituent of the total educational enterprise.

Burch, Glen. "Quick, Watson, the Rocket! Imperatives for Adult Education in the Space Age", Adult Leadership V. 10 #7, January, 1962, pp. 198-200; 217-218.

In the society we are now entering, the continuing education of adults is as important and complementary to the beginning education of the young.

Burkett, Jess. "Comprehensive Programming for Lifelong Learning", Adult Education, V.X #2, Winter, 1960, pp. 116-121.

Presents two imaginary case studies of lifelong adult learning, based on the changing patterns of adult concerns through the lifespan.

Chakravarty, Amiya. "Rebindranath Tagore: World Citizen and Advocate of Lifelong Learning", Convergence, V.1 #2, June, 1968, pp. 78-82.

Tagore's educational ideal is man's achievement of a creative relationship with life through lifelong learning.

Chamberlain, Neil W. "A Lifetime of Education", National Education Association Journal, V. 53 #1, January, 1964, p. 11.

To keep current with flow of new knowledge, we must expect to return to classroom periodically through life.

Delker, Paul V. "New Dimensions in Adult Education", Adult Leadership, V. 14 #3, September, 1965, pp. 82-84, 111-112.

Adult education is lifelong learning about the important problems of human existence - God, man, the world, and their inter-relationships - as well as acquiring skills for earning a living. It is being accelerated by cybernation revolution and America's new participation in international life.

Dumazedier, Joffre. "L'Education Permanente", Convergence, V. III #1, 1970, pp. 17-25.

New educational system is needed, more extended in time and space than the school system. Envisages a complete restructuring of society with the development of man through permanent education as the main objective.

Dumazedier, Joffre. "La Realization d'une Education Permanente Suppose des Changements de Mentalite et de Structure." Le Monde Diplomatique, May, 1970.

An agrument suggesting that the introduction of a true system of lifelong education will require changes not only in a mental approach, but also in a social structures.

Eklund, L. "The Oakland Plan for the Continuing Education of Alumni", Adult Leadership, v. 15 #5, November, 1966, pp. 154-156, 182, 184-5.

The Oakland Plan for alumni education was inaugurated as an experiement in 1963, aided by a Kellogg Foundation grant. It is based on the premise that the need for cultural and professional education is lifelong.

Fischer, John H. "Who needs Schools?", Saturday Review, September 19, 1970, pp. 78-79; 90-91.

A review of criticisms of the existing school system with suggestions about how to free and improve the learning which goes on in the system.

Gardner, John W. "Impact of Change on Education", National Education Association Journal, November, 1959, pp. 49-51.

Vastly greater importance of continuing education in era of accelerating change. Critical role of the intellect in human affairs is stressed.

Garner, Arthur, E. "Problems and Prospects of Adult Education", Adult Leadership, V. 19 #4, October, 1970, pp. 129-133.

Predicts that 'within the next decade, adult education will become the largest and most important segment of our national educational system supported by public funds'. It will become an integral part of human existence; systematic learning will continue through life.

Gnagey, Theodore P. "The Coming Revolution in Education", Adult Education, V XV #1, Autumn, 1964, pp. 9-16.

Inevitability of conception of lifelong learning as a normal part of everyday living, in face of knowledge explosion, automation, rapid social change.

Goldberg, Maxwell H. "Continuous Education as a Way of Life", Adult Education, V.XVI, Autumn, 1965, pp.3-10.

Continuous education as a way of life goes back to Socrates in the West and Upanishads in the East. Has been given impetus by rapidly changing society and cybernational revolution. Guidelines for such a program.

Husen, Torsten. "Lifelong Learning in the Educative Society", Convergence, V.I. #4, December, 1968, pp. 12-21.

Educational planning in modern society must take lifelong learning as a basic assumption. Analyses the consequences for the school system.

International Survey of Education Permanente", Convergence, V.I #4, December, 1968, pp. 54-69.

Reports from U.S.A., Latin America, Africa, Japan, Finland, India, and UNESCO are included.

Kuhn, James. W. "Would Horatio Algen Need a Degree?", Saturday Review, December, 1970.

Recent studies in the United States raise doubts about the common assumption that certain types of skilled and semi-skilled work require certain minimum levels of education.

Lengrand, Paul. "L'Education des Adultes et le Concept de l'Education Permanente", Convergence, V.III #2, 1970, pp. 25-36.

Distinguishes between the concept of lifelong education and traditional adult education, which tends to concentrate on remedying the shortcomings of basic education. One of first goals of "education permanente" is rejection of an age limit for receiving education; another is elimination of concepts of failure and success. Self-knowledge is a lifetime process.

Liveright, A.A. "Lifelong Education", Bulletin of the National Association of Secondary School Principals, V. 48, #295, November, 1964, pp. 99-110.

Education is becoming primarily an adult consumer's item, rather than a preparation for production. Growing demand for education as a way of life. Gives eight key points for meeting the challenge for lifelong learning.

Maheu, René, "1970 - International Education Year", Convergence, V.III #1, 1970, pp. 12-13.

Increasingly education is reaching out to include the whole of society, and the entire life-span of each individual. It is becoming a "dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination of ideas".

Maheu, René. "Pour une Education Permanente", Convergence, V.I #1, March, 1968, pp. 4-7.

Half measures for educational reform are not enough, in view of rapid advances in technology and far-reaching economic and cultural changes. A radical revision of content, methods, and system of education is needed. A practical plan for lifelong integrated education must be the goal.

Mead, Margaret. "A redefinition of Education", National Education Association Journal, V. 48 #7, October, 1959, pp. 15-17.

We are no longer primarily concerned with the "vertical" transmission of a body of knowledge from the mature teacher to the inexperienced pupil. Such methods are suited to a slow and stable society, not a rapidly changing one. The need today is for the "lateral" transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed".

Moses, Stanley. "The Learning Force" an Approach to the Politics of Education", Continuing Education for Adults (Issued by ERIC Clearinghouse on Adult Education) #142. November 28, 1969.

Our concept of education has not kept pace with the problems and needs of contemporary society. More flexibility is needed -- opportunities for entrances and exits at different periods of life, with less emphasis upon formal credentials as pre-requisites. We must take a fresh look at the Periphery - the many forms of education outside the traditional school system or core.

Schouten, G. H. L. "European Adult Education Ten Years After the Montreal Conference", Convergence, V.III #2, 1970, pp. 72-75.

Adult education must be integrated into the school system, the work situation, and the area of leisure time. The scope of education permanente is international. Calls for political decisions not easy to accomplish in a world that gives high priorities to industrialization and war.

Whilhelmsen, Leif J. "Cultural Activities in Lifelong Education", Convergence, V.I #4, December, 1968, pp. 36-41.

Through lifelong education each individual realizes his own potential creativity, and learns to appreciate and enjoy the creations of his fellow men. Describes the impact of this concept on the school system, the curriculum, and educational thinking in general.

Appendix B

STATUTES IN WHICH PROVISION IS CONTAINED FOR
CONTINUING EDUCATION IN ALBERTA

Federal Statutes

British North American Act (Section 93): -- provides that laws in relation to education shall be exclusively Provincial, and safeguards the existence of Denominational Schools as well as Public Schools.

Adult Occupational Training Act (Interpretation and Part 1): -- provides that the Federal Minister of Manpower and Immigration may enter into agreement with Provinces, and in some cases with employers, to set up occupational training courses for adults, to pay allowances to persons undergoing such courses, and to make loans to Provinces for the purchase and construction of occupational training facilities.

Provincial Statutes

The School Act: -- provides for the establishment of night schools.

The Department of Education Act (Sections 5, 7, 8, and 12): -- provides for Department of Education control and managements of schools, examinations, teacher institutes, authorization of texts, training of teachers, instruction by correspondence, education of handicapped persons, private schools.

The School Grants Act (Sections 2, 3, and 4): -- provides for the appropriation and distribution of money for education in the Province.

The Universities Act (Sections 15, 26, 32, 34): -- provides that Universities have a duty and function to contribute to the educational and cultural advancement of the people of Alberta at large.

The Public Junior Colleges Act (Section 2A, 3, 4, 11, 15):-- provides for the establishment of a Provincial Board of Post-Secondary Education, the establishment of junior colleges, the financing of such colleges, and the admission of students.

The Trade Schools Regulation Act (Sections 2,3,4,11): -- provides for the establishment and operation of trade schools for training in any trade, occupation, calling or vocation, either by direct methods or correspondence.

The Apprenticeship Act (Section 21): -- provides for the establishment of the Provincial Apprenticeship Board, which has powers to prescribe training and examination of apprentices in the Province.

An Act to Promote the Cultural Development of Alberta (Sections 3 and 5): -- provides that the Minister may promote, encourage, and coordinate the orderly cultural development of Alberta, through surveys, public meetings, workshops, the engagement of instructors, teachers, etc., the renting of buildings and providing of accommodation for instruction, and the establishment and collection of registrations, fees, and the awarding of scholarships.

An Act to Promote Recreation in Alberta (Sections 2, 3, 5, 6, 8): -- provides that the Minister shall promote and encourage orderly development of the recreational activities and facilities for the betterment of the people of Alberta by collecting information, promoting, supervising and assisting in projects, actually conducting workshops, seminars, etc., and making grants and contributions to municipalities and other organizations. The Act also provides that the Council of a Municipality may provide recreation services and appropriate money for such services.

An Act Respecting Agricultural and Vocational Colleges (Sections 4 and 7): -- provides the Minister with power to establish and operate agricultural and vocational colleges.

The Department of Youth Act (Sections 4 and 6): -- provides that the Minister of Youth shall stimulate interest and participation in youth training for leadership in all spheres of social, recreational, cultural and business affairs, and may provide financial assistance for such programs.

Preventive Social Services Act: -- provides for cooperation between local authorities and the Provincial Government in the establishment of local programs in preventive social service -- e.g. family life education, day-care centres, homemaker services.

NOTE: -- Most of the information in this Appendix has been taken from a thesis by L. Garrett, "A Survey of Adult Education in Edmonton", University of Alberta.

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